DOCUMENT RESUME

ED 175 301 HE 011 211

AUTHOR Troutman, J. G.
TITLE An Analysis of the Position of Department Chairman at York College of Pennsylvania.
PUB DATE 79
NOTE 176p.; Research Project presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Administrative Personnel; Administrator Qualifications; *Administrator Role; *Administrator Selection; College Administration; *College Faculty; Criteria; Department Directors (School); Higher Education; *Middle Management; Questionnaires; *Role Perception
IDENTIFIERS *Department Heads

ABSTRACT

Twenty key administrators, 20 present and past department chairmen, and 60 faculty were surveyed on their perceptions of the role of the department chairman and the criteria used for selection of this position. Responses were elicited for 30 role statements and criteria for selection were examined through nine survey items. Fourteen of the 30 items showed agreement, with eight receiving strong responses which should be included in the department chairman's role set. Nine specific recommendations were made in order to clarify the position of department chairman in the areas of budget preparation, level of decision-making, submission of grant proposals, recruitment of faculty, maintenance of departmental equipment, specific roles the department chairman should not assume, and the setting of priorities. In the selection of departmental chairmen it was recommended that leadership ability, the ability to get along with others, administrative ability, and experience in the education profession be the major criteria. Professional reputation and teaching ability were recommended as minor criteria to be used in selecting department chairmen. Among appendices are the survey questionnaire and survey letters. A bibliography of selected reading is included. (Author/PHR)

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An Analysis of the Position of Department Chairman at York College of Pennsylvania

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TO MY PARENTS

ACKNOWLEDGEMENTS

Recognition is due to a number of individuals who provided valuable assistance in this study. In particular, I wish to express my appreciation to my advisory committee: Dr. Eugene Dubois, Dr. Ross Moreton, and Dr. Ken Miller, for their assistance, criticism, encouragement, and cooperation.

My thankful appreciation is given to the administration, faculty, and chairmen of York College of Pennsylvania who gave so willingly of their time and effort in supplying the data necessary for this study. Special appreciation is due Ms. Jeanne Mangan for serving as editor for this manuscript.

Finally, I express my deepest appreciation to my wife Fay, daughter Mika, and son J. C. Without their understanding, patience, and sacrifice, neither this study nor my doctorial program could have been completed.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

AN ANALYSIS OF THE POSITION OF DEPARTMENT CHAIRMAN AT AN EMERGING FOUR-YEAR INSTITUTION

By

James G. Troutman

1979

Over the past decade York College of Pennsylvania, formerly York Junior College, has experienced great growth. Accompanying the change in status to a baccalaureate degree granting institution in 1968 was an increase in student enrollment, number of faculty, and curricular offerings. Much of the accompanying administrative growth in the areas of planning, staffing, and financing, has been assumed by the department chairmen. The purpose of this project was to examine the departmental chairmanship at York College of Pennsylvania in the two vital areas of the role of the department chairman and the qualifications used to select the department chairman.

The role of the department chairman as measured by how his colleagues perceive his position, was considered through the following research question:

Research Question 1. Is there a difference in the perceptions of the role of the department chairman between key administrators, present and past department chairmen, and the faculty?

The qualifications used to select the department chairman were examined through the following research question:

Research Question 2. Is there a difference in the criteria for selection of a department chairman as perceived by key administrators, present and past department chairmen, and the faculty?

The method of research was a survey to record the perceptions of key administrators, present and past department chairmen, and the faculty toward the department chairmanship at the College. The survey obtained information on the perceived role and criteria for selection of department chairmen which was used to compare and contrast the three groups in order to find areas of consensus and disagreement.

The role of the department chairman was examined through thirty role statements to which the respondents answered, strongly agree, agree, disagree, or strongly disagree. The response of the three groups was compared by using an arithmetic mean calculated by assigning numerical values to the responses and by using the percentage of strongly agree and agree responses for each question. The criteria for selecting department chairmen were examined through a similar manner using nine survey items listing possible qualifications that might be used in selecting a department chairman.

The results of the survey showed that over eighty percent of the questionnaires were returned. Of the thirty role statements fourteen showed general agreement and sixteen showed general disagreement among the three groups. Of the fourteen items showing agreement eight received strong responses and should be included in the department chairman's role set, four received moderate responses and might be included in the department chairman's role set, while the remaining two received weak responses and should not be included in the department chairman's role set. Of the sixteen items showing disagreement eight received strong responses and should be included in the department chairman's role set, three received moderate responses and might be included in the department chairman's role set, while the remaining five received weak responses and should not be included in the department chairman's role set.

Of the nine criteria for selecting department chairmen, five showed general agreement and four showed general disagreement among the three groups. Of the items showing agreement, three received strong responses and should be used for selecting department chairmen and two received moderate responses and might be used for selecting department chairmen. Of the four items showing disagreement, one received a strong response and should be used for selecting department chairmen while the remaining three received weak responses and should not be used

for selecting department chairmen.

Nine specific recommendations were made in order to clarify the position of department chairman. These recommendations were in the areas of budget preparation, level of decision-making, submission of grant proposals, recruitment of faculty, maintenance of departmental equipment, specific roles the department chairman should not assume, and the setting of priorities.

In selecting department chairmen it was recommended that leadership ability, the ability to get along with others, administrative ability, and experience in the education profession should be the major criteria. Professional reputation and teaching ability were recommended as minor criteria to be used in selecting department chairmen.

Recommendations were also made concerning implementation of the recommendations and areas for future studies.

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CHAPTER 1

INTRODUCTION

This chapter is concerned with the background information describing the scope and significance of the study, the particular research questions considered, definitions of the terms used, and the assumptions and limitations of the study.

Background and Significance

Introduction to York College of Pennsylvania

York College of Pennsylvania is a private non-denominational institution in southcentral Pennsylvania, enrolling approximately 1900 full-time and 1500 part-time students. The College is committed to responding to the academic needs of its student body and the York community through an offering of baccalaureate and associate degrees in more than thirty areas. In addition to programs of study during the day and evening for students wishing to study on a full-time basis, the College offers extensive evening and summer courses of study for students who choose to or must pursue their academic experience on a part-time basis. In addition to serving as an academic center for

the community, the College also strives to be the social and cultural center of York County. (York College of Pennsylvania, 1977.)

Growth of York College of Pennsylvania

Over the past decade York College of Pennsylvania has experienced great growth. This institution, formerly York Junior College, became a baccalaureate degree granting institution in 1968 and graduated its first senior class in 1970. Accompanying this change in status was an increase in student enrollment, number of faculty, and curricular offerings necessitating sophisticated administrative management in the areas of planning, staffing, and financing. Much of this administrative growth has been assumed by the department chairmen.

Table 1, which follows, contains several areas which demonstrate the growth of the College. Perhaps the best indication of growth is the increase in student population. The increase in full-time equivalency from 1557 in 1967-1968 to 2278 in 1977-1978 represents a 46 percent increase of student enrollments. The percentage of growth is the largest, 195 percent, in the part-time day student area and smallest, 41 percent, in the full-time day student category.

TABLE I

GROWTH AT
YORK COLLEGE OF PENNSYLVANIA

Area of Concern	Academic year 1968-1969	1977-1978
Students		
Full-Time Day	1320	1859
Part-Time Day	99	292
Evening	665	1178
Graduate	0	53
Total	2084	3382
Full-Time Equivalent	1557	2278
Faculty		
Full-Time	54	84
Part-Time	not available	49
Budget - Expenses	$ 952,370	5,713,464
Programs		
Baccalaureate Degrees	6	29
Associate Degrees	16	25

The full-time faculty increased 56 percent during this same ten year period. Although a part-time faculty size was not available for 1968, there were 26 listed in 1971. The percentage of increase of part-time faculty for the six year period 1971 to 1977 was 88 percent while the full-time faculty rose 8 percent during that same period.

The budget for total expenses showed a 500 percent increase in the ten year period from 1968 to 1977. Although some of this increase is due to inflation which can be attributed to the growth of the College. During this period the College became a baccalaureate degree institution, there was an increase from six to twenty-nine baccalaureate degree programs. There also was an increase from sixteen to twenty-five associate degree programs.

To handle the increase in student enrollment, faculty size, budget, and academic programs, it has been necessary to increase the size of the administration. The 1968-1969 York College Catalog (York College of Pennsylvania, 1968-1969) lists twenty-five administrators and special service staff. The 1977-1978 College Catalog (York College of Pennsylvania, 1977-1978) lists forty-eight administrators and special services staff. Job titles found in the recent catalog but not in the 1967-1968 catalog include:

Director of Development and Alumni Affairs, Administrative Assistant, Department Chairman, Assistant Director of Admissions, Assistant Director Medical Records Program, Director of Academic Advising and Scheduling, Director of Residence Living, Director of Athletics, Director of Placement, Recorder, Assistant to the Business Manager, Assistant Computer Operations, Coordinator of Independent Activities, Supervisor of Maintenance, Editor of the News Bureau, Radio Station Manager, Art Director and Alumni Coordinator.

Although a lot of the increase in administrative work has been handled by the administrative staff much has been handled by the department chairmen.

The Departmental Structure

The present departmental structure was organized in 1968-1969 as a direct result of a self-evaluation and the subsequent visitation of an evaluation committee representing the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The self-evaluation report (York College of Pennsylvania, 1968:89) stated:

> One major concern of the administration at the present time is "what is the most appropriate academic organization for the College during its early four-year development?" There is some feeling that a change to a straight department organization

> might work better than the present arrangement (three divisions). An appropriate committee consisting of administrators, faculty, students and trustees will study the matter, hopefully to reach a recommendation before September 1, 1969.

The subsequent report from the evaluation committee (Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, 1969:7) stated:

> Recognition of the need for a stronger departmental structure is basic in the planning of the senior college curriculum and an evidence of the strengthening of its present two-year program.

As a result of these two reports the college committee reported to the Middle States Association (York College of Pennsylvania, 1969:6) the following:

> ...We have restructured the Academic Department, deleting the divisional system and creating eight Department Chairmen in charge of each department. These Department Chairmen relate directly to the Academic Dean.

During the past ten years of growth some departments were eliminated or merged and some were added until at present there are nine departments. The growth during this period coupled with the administrative reorganizations have created a problem of role identification for the department

chairmen. This problem is brought out in the most recent self-evaluation (York College of Pennsylvania, 1977:28-29):

> The position of department chairmen, brings us to the most important problem facing the administrative leadership at York College of Pennsylvania; although it is generally acknowledged that department chairmen are the principal spokesmen for their respective disciplines, the chairmen themselves remain uncertain about their roles and authority... a carefully thought-out discussed, and published description of the role, authority, and responsibility of the department chairmen is a high priority for the near future.

Chairmen's Perceptions

During the spring of 1978 the Dean of Academic Affairs asked each chairman to present a paper concerning his perceptions on the chairmanship at York College of Pennsylvania. These papers were discussed by the Academic Council consisting of the academic dean and the department chairmen. After commenting about his lack of time to complete his chairman's duties, one chairman wrote:

> ...but what do I do most of the time? I am a clerk and a secretary, I answer phone calls and memos, I listen to faculty and students complain, I have to go to many meetings which are often unproductive, I counsel and advise, I sometimes get a bite to eat and even get to go to the restroom. There is hardly any time for administrative duties, there is little time for scholarly leadership, yet I want to provide leadership--and that is my ordeal!

Another chairman expressed his frustrations by writing:

> Although all of us realize that these functions, and many others, are inherent in any administrative role, and we readily accept many of the demands of the position, we find it most difficult to tolerate the frustrations encountered as we attempt to perform our job.

Of the six chairmen making specific recommendations for improvement of the position all suggested increased secretarial and administrative assistance. Four suggested a training program and a manual for department chairmen, a further reduction in teaching duties and an increase in the financial remuneration. Other suggestions included improved communications, more private offices, and increased authority.

One chairman in his position paper commented, "...we need to find out why it (the chairmanship) is thought to be so unattractive." Presently, the chairmen are nominated by the members of their individual departments and appointed by the dean of academic affairs for a term of from one to three years with reappointment at the discretion of the department.

Selection of Department Chairmen

Department chairmen are appointed by the Dean of Academic Affairs. Each department chooses a nominee through

procedures established within the department and forwards that nomination to the dean. If the dean does not appoint a nominee, he informs the nominee of the reasons and the department either repeats the nomination procedure or places the matter before the College Professional Standards Committee. In the latter case the Professional Standards Committee forwards its recommendation to the College President who consults with the Dean of Academic Affairs who then appoints a chairman for the department.

Although these procedures have worked in the majority of past cases there have been some exceptions. Most recently a candidate chosen for chairman was found unacceptable by the administration. The department was informed that the candidate did not satisfy the criteria used by administration in deciding upon the appointment of chairmen. The administration shared its criteria with the department in question which pointed out that the criteria were not listed in the Faculty Manual and not made known to the department for use in the nominating procedure. The criteria given were 1) significant experience, 2) preferably a doctorate or 3) be tenured, 4) be in the upper professional ranks, 5) portray an excellent image to people within the higher education profession and community, and 6) demonstrate leadership ability.

This situation has caused considerable organizational stress and bears examination. Some faculty have expressed concern for the sudden imposition of criteria without faculty discussion, while some faculty felt that the judgement of the department making the nomination should be of overwhelming importance in selecting a department chairman.

In addition to the above situation the most recent self-study (York College of Pennsylvania, 1977) made note of the fact that at present more than half of the departments are chaired by junior or untenured faculty members. Although one would expect those most senior on the faculty and with the most prestige to be department chairmen, this does not appear to be the case. Of the nine chairmen in fall of 1977, six had tenure, five had earned doctorates or terminal degrees, and four were senior faculty. Only three possessed all three characteristics.

Need for a Study of the Department Chairmanship at York College of Pennsylvania

The tremendous growth at the College during the past decade has increased the need for sound administrative management at all levels including the departmental. Although the need for departments was first brought out in a

self-study report, all subsequent reports have noted weaknesses in that level of administration. Most recently, the chairmen themselves have addressed the deficiencies of the position. Therefore the need for a study of the department chairmanship at York College of Pennsylvania has been well established by local reports as well as visiting accreditation committees.

The need to clarify the role of the department chairman that has been brought out in the College self-studies and accreditation evaluations has been substantiated by the individuals holding that position. The chairmen have expressed a lack of satisfaction with their role along with a concern for the poor image expressed by colleagues toward the chairmanship. Many qualified faculty avoid the position because of these problems. The above concerns along with the recent problem of imposed criteria for the department chairmanship point to the need for a thorough study of the role of the department chairmanship and the criteria used to select the individual holding that position.

Research Questions

Statement of the Problem

From the previous discussion it is apparent that

there is a need for thorough examination of the role of departmental chairmen at York College of Pennsylvania. The purpose of this study is to undertake an examination of the role of the department chairman in the two vital areas of role clarity and qualifications of the chairman.

The need to clarify the role of the department chairman has been indicated by citation of statements in the college self-studies and accreditation evaluations. Lack of satisfaction with the role of the department chairman and the image of the chairmanship have been expressed by the current chairmen. Many qualified faculty have avoided the position due to this lack of satisfaction. The recent problem of imposed criteria for the position points to a need for a study of the qualities that are most desired in a department chairman.

Definition of the Problem

Role Clarity. Often an individual acts and reacts on the basis of his role perceptions and the perceptions of those surrounding him. An ambiguity in the defining of the role, a conflict in the views of those surrounding him, or a difference in expectations, will all create difficulties for a chairman, his department, and ultimately his institution.

Role theory postulates that when behaviors expected of an individual by others in an organization are inconsistent, he will be in a state of role conflict and will experience stress, become dissatisfied, and perform less effectively than if the expectations did not conflict. When a lack of information concerning the role task occurs the individual does not know what his duties are, what authority he possesses, or how he is to be evaluated, he may hesitate to make decisions and will have difficulty meeting the expectations of the organization (Hamner and Tosi, 1974).

Recent studies of relationships between role stress and personal outcomes have consistently reported that experienced role conflict or ambiguity are associated with a wide range of adverse personal outcomes. Most studies have obtained significant negative relationships between role conflict and/or ambiguity and job satisfaction (Greene and Organ, 1973; Gross, Mason, and McEachern, 1958; Kahn et al., 1964; Lyons, 1971; Rizzo et al., 1970; Hamner and Tosi, 1974).

Significant positive relationships have been found between role conflict and/or ambiguity and job tension (Brief and Aldag, 1976; Hamner and Tosi; 1974; Kahn et al.,

1964; Miles, 1975). Significant positive relationships have also been found between role stress and propensity to leave the organization, voluntary turnover, and job performance (Greene and Organ, 1973; Lyon, 1971; Rizzo et al., 1970).

In a study on role clarity by Ivancevich and Donnelly (1974) it was found that the research subjects required significantly more role clarity if they were to display more job interest, engage in more job innovation, express more job satisfaction, report less tension, report less physical stress, and report little desire to leave the organization.

Although much of the research in role stress has occured at the industrial level there have been some studies in the academic area. One such study was conducted by Archie Carroll (1974) using a sample of two hundred department chairmen from the university system of Florida. A significant correlation was found between the occurrence of perceived role conflict and reported need deficiency of department chairmen. By studying several key decision areas it was determined that the highest conflict decisions were those of faculty salary and faculty promotion. Carroll reports that the presence of role stress prevents

the creation of the most desirable environment for faculty and that the pressures and anxieties experienced by chairmen and faculty cannot help but run counter to the positive goals and purposes of an academic institution.

The lack of role clarity or role ambiguity and role conflict then seem to cause both personal and organizational problems which run counter to what is best for either the individual or the institution. The first problem to be attacked by this research was the examination of the role of the department chairman at York College of Pennsylvania. This problem was considered through the following research question:

> Research Question 1. Is there a difference in the perceptions of the role of the department chairman between key administrators, present and past chairmen, and the faculty?

Chairman's Qualifications. In a national survey by the Reverend Edward Doyle (1953) of thirty-three private liberal arts colleges it was found that 25 percent of the colleges required previous teaching experience for their chairmen, 20 percent required teaching ability, fifteen percent required administrative ability, twelve percent required an advanced degree, eight percent required seniority, and other responses at the four percent level were

promise of research, publications, national reputation, church activity, and the ability to get along with others. Doyle proposed that an estimate of the status of the department chairman was the qualities demanded by the administration of the prospective chairman of a department.

James O'Grady, Jr. (1973) interviewed forty-one chairmen from large colleges (more than 1200 students) and thirty-nine chairmen from small colleges (less than 1200 students) to determine if there were differences in the chairman's role. In the area of qualifications he found no differences between the two groups of chairmen as to importance in their selection in the following six areas: teaching experience, teaching ability, ability to deal harmoniously with others, productive scholarship, degrees held, and departmental seniority. The only area of difference was that chairmen of large colleges believed administrative ability was very important in their selection.

In the review of the literature it was noted that both the faculty in the College self-study (York College of Pennsylvania, 1977) and the evaluation committee (The Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, 1977) commented on the need for improvement of the status of department chairmen. The recent action by the administration in

rejecting a nominee for the chairmanship due to criteria presented by the administration was perhaps a step in that direction. This is especially true in light of Doyle's (1953) statement that the status of the department chairman is a function of the qualities demanded by the administration. It should also be noted that the criteria advanced by the academic dean were in agreement with Doyle (1953) and O'Grady (1973).

The organizational stress caused by the imposition of departmental chairman selection criteria could be caused by one of two factors. Either the faculty disagrees with the criteria advanced or they are upset because the criteria were not brought before the faculty for discussion. This then brings us to the second problem considered by this research, an examination of the qualifications for the selection of a department chairman. This problem was considered through the following research question:

> Research Question 2. Is there a difference in the criteria for selection of department chairmen as perceived by key administrators, present and past department chairmen, and the faculty?

Objectives of the Study

The major objective of this research was to improve the position of department chairmen through recommendations

made as a result of information received in the following two studies:

1) To compare and contrast the perceptions of the role of department chairmen between key administrators, present and past chairmen, and the faculty, and

2) To compare and contrast the perceptions of the criteria for selecting department chairmen as perceived by key administrators, present and past chairmen, and the faculty.

Definitions of Terms

1) Criteria for selecting department chairmen - those characteristics of an individual that should be used in the process for selecting and retaining department chairmen. This is one of the dependent variables measured by the questionnaire.

2) Department chairman - one of the three mutually exclusive groups used in this study. It consists of all persons appointed since 1970 by the Dean of Academic Affairs to fill the position titled department chairman. There are currently nine chairmen and eleven previously employed at the College. This is one measure of the independent variable.

3) Faculty - one of the three mutually exclusive groups used in this study. It consists of all full-time faculty teaching during the fall 1978 semester. Faculty who were once chairmen will be excluded from this group which should number about fifty. This is one measure of the independent variable.

4) Key administrators - one of the three mutually exclusive groups used in this study. It consists of all administrators who come into regular contact with the department chairmen and should contain about twenty members. This is one measure of the independent variable.

5) Role of the department chairman - those activities associated with the office which are defined as potential behaviors or expectations of any person who occupies that office. This includes both the ways in which others define the activities (sent role) and the ways in which the incumbents define the behavior appropriate to the office (received role). This is one of the dependent variables measured by the questionnaire.

Limitations and Assumptions

Limitations

This study was limited to perceptions of past and present chairmen, faculty, and key administrators of the role and criteria for selection of department chairmen at York College of Pennsylvania.

Another limitation of the study was that no attempt was made to measure intervening variables such as emotional stability, tension, alienation and other factors as they affected the subjects.

A third limitation of the study was the extent to which the questionnaire accurately measured the perceived role and the criteria for selection of department chairmen.

A fourth limitation of the study was related to the population selected for participation. Although the sample selected was representative of the current faculty and administration at York College of Pennsylvania it may not be representative of future staff at the College or to staff at other colleges. The extent to which the respondents in this study reflect the characteristics of future staff and faculty at the College affects the internal generalizations of the results. The extent to which York College of Pennsylvania compares to other colleges limits

the external validity of the study.

Assumptions

Concerning this study the following assumptions were made.

1) The limitations would not adversely affect the results of this study.

2) The participants would understand and accurately respond to the survey instrument.

3) It was possible to ascertain accurate perceptions from the participants through the use of a questionnaire.

4) The perceptions held by an individual relative to the role of department chairman reflects the type of behavior he will exhibit toward the department chairman.

Summary

The purpose of this study was to investigate the role of the department chairman and the selection criteria for department chairmen at York College of Pennsylvania. The scope of the study was defined by two research questions. Answers to these questions were sought using a procedure based on descriptive research design.

Chapter I contains the introductory material for the study. Along with an introduction to York College of Pennsylvania and the background and significance of the study there is also a statement of the problem, definition of related terms, the assumptions made, and the limitations of the study. Chapter II contains a thorough review of the literature relating to the role of the department chairman and the criteria used for selecting a department chairman. Chapter III contains the detailed procedures for conducting this research. Chapter IV is a presentation of the findings through an analysis of the data obtained from the research while Chapter V contains the recommendations, conclusions, and summary resulting from the study.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter consists of a review of the research relevant to the role and function of department chairmen as well as to the criteria for their selection. The literature reviewed pertained to the need for research in the departmental area, the department chairman's importance to the organization, the role of the department chairman, the organizational stress caused by role conflict and the criteria for selection of department chairmen.

Need for Research

Much of the recent literature on the department chairman has been descriptive and not empirical. Wieland and Bachman (1966) in an early study of the effects of organizational characteristics of academic departments on the performance and attitudes of college faculty note that most of the research on the department has been descriptive and in the form of speeches, articles and panels of retiring chairmen, deans, and college presidents.

Kay Anderson (1968:206) studied the history, evolution, and advantages of the departmental structure in American higher education. Early in the article Anderson mentions

the lack of research available:

> There are severe limitations in treating this subject. With deference to those who have written about the department, it is perhaps fair to say that no other vital area of higher education has been so inadequately researched.

In an article based on the results of a national survey of the role of science division chairmen in regionally accredited junior colleges, Harmon Pierce (1971) writes, "Though the importance of the position is evident, there is a dearth of systematic research dealing with the divisional chairman's role."

The lack of research of the role of department chairmen is a concern of Albert Smith (1972). In Smith's survey study of the role of department chairman in twelve public two-year colleges in Michigan, Smith points out that the lack of empirical research on the nature of the department chairmen's job is a result of the extensive study of the positions of college president and deans.

The interesting fact that academic researchers are studying industry at the expense of their own academic organization is brought out by Charles Heimler (1972:163). He writes:

> For some time the management of industrial enterprises has been subjected to extensive research and analysis by academic scholars. Most management authorities agree that the information provided by these scholarly research investigations has contributed significantly to improving management procedures and practices in many large corporations. . . .
>
> Unfortunately up to this point, very little research has been on the chairman's place in management and administration. We need more data on the institutional role of the chairman. Research might be directed toward answering the following questions: How do college departmental chairmen perceive their role? How is their administrative role perceived by the departmental faculty and the administration? What conflicts, if any, exist among these perspectives?

In a paper presented at the twenty-fourth National Conference on Higher Education, Michael Metty (1969) discusses the nature and significance of a campus governance investigation. Seventeen institutionally diverse colleges and universities scattered across the United States were studied to elicit perceived problems at the institutions. One of the main concerns was the perceptions of the problems as seen by the departmental chairmen and how these perceptions differed from other groups. Metty points out that although the literature of higher education contains a fair amount of speculation about the department chairman, little of that literature is in the form of empirical study.

Harold Hodgkinson (1971) was one of the first researchers to study the literature concerning the role's of those participating in the governing process. After a review of the literature from 1965 to 1970 he states, "There is a need for more studies of the roles played by the various actors in governance as well as of the processes by which these people perform these roles."

One of the most recent researchers to study role requirements in organization, Robert Miles (1976:172) researched the relationship between major role requirements and experienced role stress. In Miles' review of the literature he writes:

> There is growing evidence which suggests the potential of role theory as a framework for understanding the interactions and outcomes of individuals in complex organizations; but empirical studies have been few in number and have seldom focused on differences in role perceptions as a function of major role requirements.

The need for research in the area of college governance, in particular at the departmental level, appears well documented in the literature. One of the major purposes of this research was to help fill the void of empirical studies in this important area.

Importance of the Department Chairman

The importance of the department chairman is brought out in a speech made by J. Barry McGannon (1968), Dean of the College of Arts and Sciences at Saint Louis University. McGannon stated, "there is among academic administrators what I can only characterize as universal agreement that the most important single person in the academic world is the departmental chairman."

John Scheufler (1973) concludes that the department chairman is second in importance to only the students. Since the predominate activity of a college occurs at the level of instruction, and the department chairman is the immediate supervisor at this level, it follows that the chairmanship is the key spot where good supervision, management and administration must begin.

Anderson (1968) also points out that the academic department is the most basic administrative unit of the college. The academic department houses a community of scholars that act relatively autonomously and bear responsibility for instruction and research within their own special field of knowledge. Brann (1972:5) echoes this when he writes:

> Academic departments form the basic units of the administrative structure with power to initiate most actions that affect the institution. They have the opportunity, and sometimes the exclusive authority, to propose the selection or promotion of faculty members, and to suggest changes in conditions affecting the student in the classroom. At the same time, they carry out, properly or inadequately, the policies of the institution.

Herbert Waltzer (1975), in an occasional paper for the American Council on Education, presented three propositions concerning the academic department and its leader. Waltzer first proposes that the academic department is where the action is, the setting for the primary business of an institution of higher education. It is not, as many chairmen believe, the bottom rung of an administrative hierarchy, but rather the heart of the academic enterprise. Waltzer next proposes that the most common attribute of a successful department is successful leadership. Waltzer finally proposes that the job of academic department chairman must not be underestimated by administrators, faculty, or those who hold or seek the job. The job of chairman must attract highly qualified persons who can function successfully and find professional and personal satisfaction in the job.

As early as 1953, Doyle (1953) opened disucssion on the status and functions of the departmental chairman by discussing the rapid growth of educational institutions and its effects on educational administration. The mushrooming of student and faculty personnel have obligated vigorously expanding colleges to show interest in the processes of planning, organizing, corrdinating, staffing, and financing programs which meet both current exigencies and probable contingencies of the future. The framework of the modern college has become so complex that authority must be delegated to subordinate administrative units. This decentralization has caused the role of department chairman to become critically important in a modern institution.

The decentralization of decision making as a main cause of importance of the academic departmental chairman is argued by Charles Heimler (1972:207):

> The role of departmental chairman in American Higher Education has increased significantly since the first college departments were established at Harvard University early in the last century. The decentralization of decision-making authority in American colleges and the rising influence of faculty members in the formulation of institutional policy have led to a rearrangement of the academic power structure. The departments and departmental chairmen are coming out ahead.

Later in the same article Heimler discusses the fact that the department chairmanship has become a strong leadership position which bears the major authority and responsibility in the management of American colleges. The chairman is the key factor, both as a faculty leader and as an administrative officer, in formulating and implementing educational policy.

The study of leadership has become very important to society in general and the educational profession in particular. Our society has become increasingly dependent on work performed by groups and teams rather than individuals acting alone. The formation of departments is the result of this phenomenon as well as some other related reasons. When individuals are organized as a group, coordination and control towards a common goal requires strong leadership. It is the chairman of the academic department who provides this leadership.

As proposed earlier by Herbert Waltzer (1975), the most common attribute of a successful department is successful leadership. Chairmen are the single most important link between the university administration and the faculty members and academic programs and students.

Both the leadership position and the split role of faculty or administrator, are mentioned by Siever, Loomis and Neidt (1972:405):

> The chairman of an academic department represents a critical leadership position in a college or university. As an individual with administrative responsibilities, the chairman is the leader of his unit. As a scholar, however, he is the agent of the faculty members comprising his department. Thus the role of chairman can be viewed either from the perspective of a dean or from the perspective of the faculty.

The titles of recent articles testify to the schizophrenia of this middle management position: "The Ambivalent Department," Anderson (1968); "An Impossible Job About to Become Tougher," Brann (1972); "Departmental Operations: The Confidence Game," Dressel, Johnson, and Marcus (1969); "So You Want to be Department Chairman?" Engle (1974); "Who Decides Who Decides?" Hodgkinson (1969); "Campus Governance - The Amazing Thing is that it Works at All," Hodgkinson (1971); "The Chairman in the Midst of Revolution," Lombardi (1973); "The Department Chairman and the Public Institution or It's a Bird, It's a Plane, no It's a . . .," Metty (1969); "Department Chairmen: Neither Fish nor Fowl," Smith (1972); and many others too numerous to mention.

This duel relationship causes the department chairman to be responsive in both the administrative direction and toward the faculty. Duke (1970) points out that the chairman has access to more information within the department than the other members. It is necessary for the chairman to maintain the equal confidence of the faculty and the administration. If there is a lack of trust or respect in either direction the chairman's effectiveness will be lost. He is the center of governance and must be an active spokesman.

The importance of the department is attributed to several factors. It is the first level of administrative management, the level at which many of the actions which affect the institution are initiated. The academic department is the center of all academic enterprise within a particular discipline. With the recent growth in higher education, and the accompanying decentralization of decision making, the importance of the department has increased significantly.

The Role of the Department Chairman

This area of the review of the literature focuses on an enumeration of the duties of the department chairman. The studies listed obtained the duties by either general observation, faculty manuals, collective bargaining argreements, self studies or questionnaires. The lists contain as few as three duties (Ahmann, 1972) and as many as 113 (Scheufler, 1973). The investigators studied in this section tend to use their list of duties of chairmen for one of two purposes: either they are attempting to demonstrate the importance of the position of departmental chairman or they wish to point out the conflict between the listed duties and the duties actually performed by the chairman.

Many of the lists are lengthy because they tend to list the duties performed by a chairman in some institution or include duties the researcher feels should be performed by the chairman. If one were to compile a list of each of the different duties listed in the literature, it would soon be clear that it would not be physically possible for anyone to be a chairman.

Usually the shorter lists of duties contain only the general duties or the primary functions of the chairman. Douglas Nicoll (1971) and David Henry (1974) take

the functional approach. Nicoll lists as primary functions (1) an effective liasion between his departmental colleagues and his administrative superiors, (2) a leader of his departmental colleagues in maintaining a vital and educationally purposeful departmental program, and (3) a model teacher-scholar in his discipline. Henry splits the first of Nicoll's functions into the two functions of representing the department to the college and representing the administration of the college to the department. Henry also adds the selection and advancement of personnel and the necessity to keep questions concerning program planning and effective performance before the department.

J. Stanley Ahmann (1972) lists three broad areas of concern for a department chairman, namely, course, curriculum, and program development. The chairman should recruit and evaluate the effectiveness of faculty, and should participate in institutional government at all levels. In his dissertation, Doyle (1953) adds to Ahmann's list of administrative duties in the areas of budget preparation and administration, keeping faculty and administrative records and overseeing the department's library needs. Doyle also includes personal duties of teaching, research and membership in professional organizations.

In his study of departments at Miami University (Ohio). Walter Waltzer (1975) lists the major areas of responsibility of a chairman as; departmental affairs, academic affairs, faculty affairs, student affairs, external communication, budgetary affairs, office management, and personal professional performance. For each of these eight major areas he lists several typical duties or specific tasks for which the chairman is responsible.

Several other authors list duties of the chairman in a similar manner to Waltzer. Heimler (1972) lists the three categories of administration, faculty leadership, and student advising and then goes on to list sixteen specific tasks of the chairman. In a study of eighty chairmen in two-year colleges in Missouri and Illinois, O'Grady (1973) lists the four major areas of budget administration, personnel administration, academic administration and general functions. In these four areas of chairman's duties he lists a total of twenty-two tasks.

In a most detailed list, John Scheufler (1973) lists over 100 duties performed by, assigned or attributed to the department chairman. Duties are grouped under the six major functions of managerially oriented, clerically oriented, faculty oriented, student oriented, maintenance

or support personnel oriented, and curriculum oriented. Of the 113 separate tasks listed, 44 percent are in the management category, 19 percent in the faculty category, 12 percent in the curriculum category, 10 percent in the clerical category, 9 percent in the student category, and 6 percent in the maintenance or support personnel area. In an empirical study of professional duties of chairman, John Smart (1976) lists 27 duties under the six broad headings: faculty development, external coordination, graduate program, internal administration, instruction, and program management.

Another study, Albert Smith (1972), uses a conceptual framework of 56 activity statements for which the respondents of a questionnaire were asked to list the expectations of their chairman's behavior. The statements were grouped under the six functional categories of production activities, maintenance activities, production supportive activities, institutional supportive activities, adaptive activities and managerial activities. In a manner similar to Smith's, Kellerman (1975) lists thirty roles and responsibilities of the department chairman at a community college in California. The author uses seven broad areas of concern: instructional management, curriculum

management, personnel management, professional development, community institutional articulation, fiscal management, and academic affairs participation.

From a review of duty statements it becomes apparent that department chairmen are responsible for a variety of activities in administration, curriculum development, instruction, student support, fiscal management and community relations. It is questionable if any chairman could perform all, or even most of the duties assigned him by many duty statements.

Role Ambiguity and Conflict as a Source of Stress

The next area of concern is the perceptions of the role of the departmental chairman by his faculty, his supervisors, and himself. Since an individual often acts and reacts on the basis of his role perceptions and the role perceptions of those surrounding him, this area of investigation becomes most crucial. A lack of clarity in the defining of the role, a conflict in the views of the three constituencies mentioned above, or a difference in expectations, will all create difficulties for a chairman, his department, and ultimately his institution.

In certain situations role conflicts occur. Kahn, et al. (1964:14) defines role conflict as " . . . the

simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other." Various members of the role set may hold quite different role expectations toward the focal person. At any given time they may impose pressures on him toward different kinds of behavior. To the extent that these role pressures give rise to role forces within him, he will experience psychological conflict.

Kahn (1964:15) explains the phenomenon of role ambiguity, " . . . as a different pattern of inadequacy in role sending." Much of role ambiguity can be thought of as a form of inadequate role sending or lack of agreement or coordination among role senders. The result of this is production of a pattern of sent expectations which takes inadequate account of the needs and abilities of the focal person. All too often people are unclear about the scope of their responsibilities; they simply do not know what they are supposed to do. Even when people know what to do, they do not always know how. Such uncertainties may arise because the expectations defining the role are themselves vague and inconsistent.

A review of the empirical research in role theory presents some interesting results. Kahn Wolfe, Quinn,

Snoek and Rosenthal (1964) wrote a book about the findings of their national survey of selected business organizations. They found that role conflict and role ambiguity were commonly encountered conditions of organizational life. The difficulties people have with their organizational roles increased as conflict and ambiguity increased, and that these difficulties are expressed in performance. Almost half of their respondents reported role conflict. Role conflict was found to cause low job satisfaction, low confidence in the organization, and a high degree of job-related tension. A frequent behavior of those experience conflict was withdrawal or avoidance. Prevalance of role ambiguity was comparable to that of role conflict. Role ambiguity was found to cause low job satisfaction, low self-confidence, a high sense of futility, and high tension.

Robert Miles (1975) researched the causal basis in relationships between role perceptions of conflict and ambiguity and various personal outcomes. Data were obtained from 202 professional level members of nine governmental research and development organizations at two points in time, over a four-month lag. Job satisfaction, job-related tension, and attitudes toward role senders were causally related to experienced role conflict. The analysis, how-

ever, showed that one could not infer that the direction of causuality in the relationships between role conflict and the three outcomes was indeterminate. The results for role ambiguity were more conclusive. Job satisfaction, job-related tension, and attitudes toward role senders were again found to be causually related to experienced role conflict. In addition, it was found that causal direction was inferred for the relationships between ambiguity and both job satisfaction and attitude toward role senders. The relationship between ambiguity and job-related tension was indeterminate.

Although the aforementioned research was conducted in industrial settings, some research in the area of role perceptions has been conducted in academic institutions. One of the first major studies of role perceptions in the academic arena was conducted by Albert Smith (1972). He studied twelve public two-year colleges in Michigan to determine what faculty members, department chairmen, and upper echelon administrators expected of their chairmen. The results of the study were to produce a list of those duties which the faculty, chairman, and administration agreed should be the role of the chairman.

A comprehensive study examining role conflict within academia was conducted by Archie Carroll (1974). A sample of 200 department chairmen from the university system from the state of Florida were surveyed. A significant correlation was found between the occurrence of perceived role conflict, and reported need deficiency of departmental administrators. Of several key areas studied, it was determined that the highest conflict decisions were those of faculty salary decisions and faculty promotion decisions. These were followed in order by academic tenure decisions, faculty hiring decisions, departmental budget decisions, and faculty time allocation decisions. The highest role conflict decisions related to matters which personally affected the economic well-being and professional status of departmental personnel.

Thus we can see that the literature points to role clarity as being a problem for department chairmen. Furthermore, a lack of role clarity causes individual and organizational stress in the forms of low job satisfaction for the role incumbent, the incumbents declining attitude toward the role senders and the increased job related tension on the role incumbent.

Criteria for Selecting Department Chairmen

In an article by Jens Zorn (1978:132) criteria for selection of a department chairman are discussed:

> The selection of a chairman is complicated by the value system of the faculty from which the chairman is chosen. In that group, the individual's intellectual creativity is prized above all else. But for chairman, someone is needed whose personal goal is organizational creativity. Thus we are asking that person for a profound behavioral change, and by limiting the term of appointment we are demanding that the change be reversible. . . . Somehow our curious way of choosing leaders should be improved.

Zorn is suggesting that the criteria faculty use in selecting a department chairman are those criteria for recognizing an esteemed colleague and that these criteria may be inconsistant with the demands of the position of department chairman.

In a study of Missouri and Illinois two year colleges, James O'Grady, Jr. (1973) compares large and small colleges using 1200 students as the criteria for bisecting the colleges. In the area of chairman's qualifications it was found that most of the large-college chairmen believed administrative ability was very important in their selection, while many small-college chairmen felt that this quality was either not important or of little importance. There were no

differences between the two groups of chairmen as to importance in their selection in the following six categories: teaching experience, teaching ability, ability to deal harmoniously with others, productive scholarship, degrees held, and departmental seniority.

Charles Heimler (1972:202) presents five qualifications a person should have in order to be a successful department chairman: character, administrative frame or reference, job skills, human relations, and professional ability. Heimler goes on to express the idea that the qualifications for a department chairman may also be expressed in terms of what he should not be:

> The department chairman who is weak in character and professional reputation will be relatively ineffective. Although such a chairman may tend to the housekeeping chores of the department with skill and efficience, he will exert little constructive leadership in the decision making process. On the contrary, he will either be the tool of stronger departmental colleagues, or he will be despised by his peers as a glorified clerk unsuited to rank as an academic.

James Roach (1976:13) estimates that eighty percent of all administrative decisions take place at the departmental level, yet most chairpersons are selected for reasons other than demonstrated managerial skills. Roach lists the following qualities for the successful department chairperson:

> Posses certain personal qualities such as openness, integrity, objectivity; be able to administer the departmental program; possess and use certain job skills and certain human relations skills; and at the same time maintain high professional competencies.

Roach goes on to present the necessary skills the chairman must develop: planning, communicating, representing, negotiating, coordinating, and facilitating functions; problem solving; organizing and administering.

In a study of faculty and administrators at two land grant universities, Siever, Loomis, and Neidt (1972:407) found the following rankings of personal characteristics of department chairmen:

> The most important personal characteristics were the ability to think decisively and to take action; to consider the department needs in the broader context of the total university, and to be interested in the needs of the students. Of least importance were being highly identified with one's academic speciality; identifying oneself as one of the faculty, first among equals; and making strong and positive impressions on people.

Other personal characteristics considered were: delegates decision making, motivation to achieve, good conflict resolution, concern with long range goals, and a concern with helping the faculty.

Summary of the Literature

A comprehensive survey of the literature revealed several reappearing themes. Although much has been written about the position of department chairman and the individual in that position, almost all of the literature is descriptive and non-empirical. Many chairmen, deans and faculty have written about their perceptions and difficulties but there have been relatively few statistical studies. The literature is replete with pleas for research in the area of role perception of the department chairman by the various academic constituencies and the conflicts if any between these perceptions.

In the area of the position of departmental chairman the literature is almost unanimous in recognizing its importance. One author called the departmental chairman "the most important single person in the academic world" while another author placed him second in importance to the students. There appears little doubt that the department is the basic unit of administration in American higher education. The chairman serves as the pivotal role between the faculty and the administration. He has the duel relationship of representing the wishes of the faculty to the administration and of carrying out the policy

of the administration with his faculty. He is the man in the middle. His importance is emphasized by the writer who suggested that eighty percent of all administrative decisions are made by the department chairman.

In the literature concerning the role of the chairman several authors listed as few as three duties while one author lists over 100 specific tasks. The average number of duties performed by chairmen probably does not exceed twenty. The enumeration of duties can be of importance to a researcher for demonstrating the importance of the chairmanship and/or to point out the conflict between listed duties and duties actually performed.

The literature concerning role theory demonstrated that a lack of role clarity can cause problems for both individuals and institutions. Even though most of the research in role stress is based on analysis of business executives and managers there are enough studies on academic institutions to demonstrate its usefulness. The demonstrated deleterious effects of role stress on role incumbents was substantiated in the literature with few contradictory results.

The research on role conflict shows that individuals reporting role conflict had low satisfaction in their

jobs, a loss of self-esteem, a reduction in trust and attitude toward those imposing the pressure, high job tension, and a high propensity to leave the organization.

Similar, but usually more significant, results were reported for role ambiguity. Individuals reporting role ambiguity had low job and work satisfaction, low self-confidence, reduce attitude toward role sender, high job tension, experience futility, and had a propensity to leave the organization.

The behavior most seen in individuals experiencing role stress, were avoidance of those causing the stress, a reduction of communications within the organization, and a difficulty in making decisions. The importance of this problem can perhaps best be stated in the words of Archie Carroll (1974:246):

> It can readily be seen why so much seriousness is attached to the role conflict issue. Should a department chairman experience one of the above consequences, the implications for the faculty and also those associated with the chairman may be traumatic and deleterious to the institution. In essence, the presence of the role conflict problem prevents the creation of the most desirable environment for faculty and staff alike. The pressures and anxieties experienced by chairmen and faculty cannot help but run counter to the positive goals and purposes.

CHAPTER III

PROCEDURES AND METHODOLOGY

Chapter III describes the research design, the study population, the research instrument, the collection of data, and the treatment of the data. The concluding section of the chapter states the research questions and the data analysis used to answer those questions.

Research Design

The method of research was a survey to record the perceptions of key administrators, present and past department chairmen, and the faculty toward the department chairmanship at York College of Pennsylvania. The survey obtained information on the perceived role and criteria for selection of the department chairman. The information received was used to compare and contrast the perceptions of the three groups in order to find areas of consensus and areas of disagreement concerning the department chairmanship. The major goal of the research was to improve governance of the College through recommendations for improvement in the position of department chairman.

Research Sample

A review of the literature concerning role studies in organizations indicated that the groups most likely to influence a role position are the superiors and subordinates to that position. Thus, in the language of role theory (Kahn et al., 1964; and others), "the focal role, or incumbents" will be the present and past department chairmen and the "role senders" will be the key administrators and the faculty.

Describing the theory for selecting groups for role study, Kahn and others (1964:22) wrote:

> In theory, the population of role senders for a given focal office is readily defined: it includes all persons whose expectations are relevant to the performance of the focal role. . . .
> Thus immediate supervisors were always selected, on the prior judgement that they were likely to be important role senders. Similarily we always selected direct subordinates, since their functional interdependence with the focal person was likely to make them both concerned with his performance and influential in it. Other superiors, such as the supervisor's own superior, were routinely selected. . . . Peers of the same organizational rank as the focal person were selected if they were adjacent to him in the work flow structure. . . .

Following the logic of the citation this study was limited to the perceptions of key administrators, present and past chairmen, and the faculty. The key administrators

were those administrators at York College of Pennsylvania who came into regular contact with the department chairmen. This group of twenty included individuals in the position of the president and assistants, the deans and assistants, the director of admissions, director of scheduling, the recorder, the director of public relations, and the director of special programs. The present and previous chairmen were grouped together because the sample of nine present chairmen is small and it was felt that previous chairmen would have similar perceptions concerning the chairmanship. The addition of eleven previous chairmen brought the size of this group to twenty.

The faculty sample of sixty consisted of all individuals teaching full-time during the fall 1978 semester who are not included in the previous two groups. Since all faculty are appointed with departmental identity each member of this group should be a valid role sender. Part-time faculty were excluded because they deal with the director of night school, as much, if not more than they deal with the department chairmen. Some administrators and all department chairmen have faculty rank so they were excluded from the faculty sample in order to keep the samples mutually exclusive.

The Research Instrument

Development

The measuring instrument on the role of the department chairman, see Appendix E, was developed for the proposed research. This instrument consists of four sections: the first two deal with the role of the chairman, the third covers qualifications for selecting a chairman, and the final section contains personal characteristics of the respondents. The instrument was developed through a study of the literature relating to the department chairman. (Borrevik, 1972; Camp, 1973; Carroll, 1974; Gross, Mason, and McEachern, 1958; Doyle, 1953; Fiber, 1972; Gross and Grambsch, 1974; Hill and French, 1967; Ivancevich and Donnelly, 1974; Lombardi, 1974; McLaughlin, 1973; O'Grady, 1973; Smith, 1972; Waltzer, 1975; York College of Pennsylvania, 1978) This literature included role studies, job descriptions, and faculty manuals. From this research, a list of duties, qualifications, and personal characteristics was compiled. The list was then modified to eliminate duplication and terminology unfamiliar to the subjects. A Likert scale was chosen because of its wide use in the literature and because it can be treated in the use of crosstabulations.

Validity of the Instrument

Deriving the questionnaire from the literature insured that it contained a certain amount of content validity. Van Dalen (1964) describes the second validity measure used or "jury validity," to be achieved by submitting the instrument to a panel of experts or judges. A panel was chosen for its expertise and experience in survey design and the chairmanship. As a result of comments and suggestions made by the jury panel, some items were reworded, while others were eliminated. (A copy of the survey can be found in Appendix B.)

Collection of Data

On September 14, 1978, the questionnaire, The Role of the Department Chairman (Appendix B), was sent through interoffice mail to each of the participants in this study. The questionnaire included a brief cover letter (Appendix A) giving instructions and stating the purpose and value of the survey. Subjects were asked to complete the questionnaires and return them through the campus mail.

Questionnaires were monitored as they were received. On September 25, 1978, a follow-up letter (Appendix C) was sent to each individual who had not yet responded.

A second copy of the questionnaire was attached to this letter in case the participant had misplaced the original copy. After October 2, 1978, personal contact was made with any individual who had not yet returned a questionnaire.

The small size of the samples necessitated an attempt to have a maximum number of questionnaires returned. In order to identify respondents a code number was placed on the survey form. The cover letter informed the respondents of the coding procedure and assured each participant that even though the respondent was not anonymous, each form would be treated with strict confidence and that no individual response would be reported.

Treatment of Data

Once the questionnaires were returned they were scanned to check for completion of all data and understanding of the instructions. The results were then coded and punched on computer cards. Before the results were stored, a verification of data was completed. The CROSSTAB program in the Statistical Package for the Social Sciences (Nie et al., 1975) was used to assist in analyzing the data.

As pointed out earlier there are two areas of concern for this study: the role of the department chairman and the qualifications for selection of the department chairman. Each of these areas was considered in turn.

Role Clarity

The problem of a difference in the role of the department chairman as perceived by key administrators, present and past chairmen, and the faculty was considered through the following research question:

> Research Question 1. Is there a difference in the perceptions of the role of the department chairman among key administrators, present and past chairmen, and the faculty?

To assist in answering research question one a crosstabulation of the responses among the three groups (key administrators, present and past chairmen, and faculty) for each of the questions in parts I and II of the questionnaire was completed. This procedure presented the number and percentage of cases falling into each of the response categories (strongly disagree, disagree, agree, and strongly agree) for each of the groups. This presentation of the data allowed for analysis to determine how each of the groups responded to the items determining the role of the

department chairman. The results of this analysis are included in the following chapter.

Chairman's Qualifications

The problem of a difference in the selection criteria for a department chairman as perceived by key administrators, present and past chairmen, and the faculty was considered through the following research question:

> Research Question 2. Is there a difference in the criteria for selection of department chairmen as perceived by key administrators, present and past department chairmen, and the faculty?

To assist in answering research question two a crosstabulation of the responses among the three groups for each of the questions in part III of the questionnaire was completed. This presented the number and percentage of cases falling into each of the response categories for each of the groups. This presentation of the data allowed for analysis to determine how each of the groups perceive the selection criteria for a department chairman. The results of this analysis are included in the following chapter.

Summary

Methods and procedures established for the purpose of determining the perceived role and selection qualifications of the department chairman were described in this chapter. The specific research design including the development of the survey instrument was presented. Using the procedures described, data concerning the role and selection qualifications of the department chairman were collected. A summary of the treatment of these data was presented. The data are presented and analyzed in Chapter IV.

CHAPTER IV

FINDINGS

This study was designed to determine the ways in which the perceptions of key administrators, present and past department chairmen, and faculty are congruent or incongruent regarding the role of the department chairman and the criteria used for selection of the department chairman. Chapter IV provides information concerning the return rate on the survey and descriptive statistics on those who returned the questionnaire. A comparison of the perceptions of the three groups concerning first the chairman's role and second the criteria to be used in selecting department chairmen is also included.

Survey Return Rate

The data of the survey return rate is contained in Table 2. Of 103 questionnaires sent out 92 were returned, 84 of which were complete and useful, representing a useful return rate of over eighty percent.

This high return rate was due in part to the follow-up procedures which included sending a second questionnaire and making personal contact with those not returning survey forms. The return rate is also partly due to the fact that

the researcher is well known to the sample population.

TABLE 2

SURVEY RETURN RATE

GROUP	# SURVEYS SENT	# SURVEYS RETURNED	# SURVEYS USEFUL	% SURVEYS USEFUL
ADMINISTRATORS	20	17	14	70.0
CHAIRMEN	20	18	18	90.0
FACULTY	63	57	52	82.5
TOTAL	103	92	84	81.6

Characteristics of the Sample

Table 3 through Table 10 which follow contain the characteristics of the sample as reported on the questions in part IV of the survey instrument.

Classification

Table 3 contains the classification or departmental representation of each of the respondents. The top two-thirds of the table contains the classification of the academic departments while the bottom one-third contains the classification for the administrative departments.

TABLE 3

CLASSIFICATION OF THE RESPONDENTS

DEPARTMENT/OFFICE	KEY ADMINISTRATOR		DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%	N	%	N	%
BEHAVIORAL SCIENCE	-	(-)[a]	2	(11)	6	(12)
BIOLOGY	-	(-)	2	(11)	2	(4)
BUSINESS	-	(-)	4	(22)	9	(17)
EDUCATION	-	(-)	1	(6)	6	(12)
ENGLISH & SPEECH	-	(-)	3	(17)	3	(15)
HISTORY	-	(-)	2	(11)	5	(10)
HUMANITY & FINE ARTS	-	(-)	1	(6)	6	(12)
LIBRARY	-	(-)	1	(6)	3	(6)
NURSING	-	(-)	1	(6)	1	(2)
PHYSICAL SCIENCE	-	(-)	1	(6)	6	(12)
ACADEMIC AFFAIRS	5	(36)	-	(-)	-	(-)
BUSINESS OFFICE	3	(21)	-	(-)	-	(-)
PRESIDENT'S OFFICE	2	(14)	-	(-)	-	(-)
STUDENT AFFAIRS	2	(14)	-	(-)	-	(-)
OTHER	2	(14)	-	(-)	-	(-)
TOTAL	14	(100)	18	(100)	52	(100)

a - The percentage is in parenthesis and may not total 100 due to round off error.

Educational Experience

Table 4 includes information concerning the amount of experience in education the respondents possess.

TABLE 4

EDUCATIONAL EXPERIENCE OF THE RESPONDENTS

YEARS OF EXPERIENCE	KEY ADMINISTRATORS		DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%	N	%
1 - 4	4	(29)	0	(0)	11	(21)
5 - 8	2	(14)	2	(11)	14	(27)
9 - 12	1	(7)	4	(22)	2	(4)
13 - 16	1	(7)	5	(28)	7	(14)
17 - 20	0	(0)	1	(6)	7	(14)
OVER 20	6	(43)	6	(33)	11	(21)
TOTAL	14	(100)	18	(100)	52	(100)

* - See Table 3 for note.

Table 4 shows that the department chairmen have the most educational experience with the faculty showing the least. The mean number of years in education for the department chairmen was 15.6 years, for the administration the mean was 13.0 years, and for the faculty the mean was 11.9 years.

Years at York College of Pennsylvania

Table 5 indicates that the department chairmen as a group have been at the College the longest while the administrators showed the least time on campus. The mean number of years at York College of Pennsylvania for the department chairmen was 9.2 years, for the faculty the mean was 7.4 years, and for the key administrators the mean was 7.3 years.

TABLE 5

YEARS RESPONDENTS HAVE BEEN EMPLOYED
AT YORK COLLEGE OF PENNSYLVANIA

YEARS	KEY ADMINISTRATORS		DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%	N	%
1 - 4	6	(43)	2	(11)	21	(40)
5 - 8	4	(29)	6	(33)	15	(29)
9 - 12	2	(14)	8	(44)	7	(14)
13 - 16	0	(0)	1	(6)	3	(6)
17 - 20	1	(7)	0	(0)	4	(8)
OVER 20	1	(7)	1	(6)	2	(4)
TOTAL	14	(100)	18	(100)	52	(100)

* - See Table 3 for note.

Degree Background

Table 6 contains the data concerning the academic degree possed by the respondents. The categories were doctorial degree, masters degree plus thirty or more academic credits, a masters degree and less than thirty additional credits, and an educational level below the masters degree. The table indicates that the chairmen possess the highest degree background among the three groups.

Age of Respondents

Table 7 reports the data concerning the age of the individuals responding to the questionnaire. The group

TABLE 6

DEGREE OF BACKGROUND OF THE RESPONDENTS

DEGREE	KEY ADMINISTRATORS		DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%	N	%
DOCTORATE	3	(21)	10	(56)	23	(44)
MASTERS PLUS 30 CREDITS	0	(0)	6	(33)	14	(27)
MASTERS	6	(43)	2	(11)	15	(29)
BELOW MASTERS	5	(36)	0	(0)	0	(0)
TOTAL	14	(100)	18	(100)	52	(100)

* - See Table 3 for note.

with the highest mean age was the chairmen at 44.5 years, followed by the faculty with a mean age of 43.0 years, and the youngest group, the key administrators, at a mean age of 42.4 years.

Sex of the Respondents

The data on the sex of the respondents is contained in Table 8. The faculty contained the largest percentage, 31 percent, of females, while the chairmen group contained the smallest percentage of females with 11 percent. The administrative group contained 21 percent of females.

TABLE 7

AGE OF THE RESPONDENTS

AGE IN YEARS	KEY ADMINISTRATORS		DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%	N	%
25 - 34	6	(43)	3	(17)	15	(29)
35 - 44	1	(7)	7	(39)	14	(27)
45 - 54	4	(29)	5	(28)	14	(27)
55 - 64	3	(21)	2	(11)	8	(15)
OVER 64	0	(0)	1	(6)	1	(2)
TOTAL	14	(100)	18	(100)	52	(100)

* - See Table 3 for note.

TABLE 8

SEX OF THE RESPONDENTS

SEX	KEY ADMINISTRATORS		DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%	N	%
MALE	11	(79)	16	(89)	36	(69)
FEMALE	3	(21)	2	(11)	16	(31)
TOTAL	14	(100)	18	(100)	52	(100)

* - See Table 3 for note.

Tenure Status of the Respondents

The data on the tenure status of the respondents is contained in Table 9. Since administrators at York College of Pennsylvania are not eligible for tenure they were not included in this table. The data shows that 94 percent of the chairmen and 50 percent of the faculty are tenured at York College of Pennsylvania.

TABLE 9

TENURE STATUS OF THE RESPONDENTS

TENURE STATUS	DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%
TENURED	17	(94)	26	(50)
NON-TENURED	1	(6)	26	(50)
TOTAL	18	(100)	52	(100)

* - See Table 3 for note.

Academic Rank of the Respondents

Table 10 includes the information concerning the academic rank of the individuals responding to the survey instrument. Since administrators at the College do not receive academic rank they were excluded from this table. Table 10 indicates that while 39 percent of chairmen are full professors, 22 percent are associate professors, and 39 percent are assistant professors, only 2 percent of the

faculty hold full professorships, while 15 percent are associate professors, 67 percent are assistant professors, and 15 percent are instructors.

TABLE 10

ACADEMIC RANK OF THE RESPONDENTS

RANK	DEPARTMENT CHAIRMEN		FULL-TIME FACULTY	
	N	%*	N	%
FULL PROFESSOR	7	(45)	1	(2)
ASSOCIATE PROFESSOR	4	(22)	8	(15)
ASSISTANT PROFESSOR	7	(39)	35	(67)
INSTRUCTOR	0	(0)	8	(15)
TOTAL	18	(100)	52	(100)

* - See Table 3 for note.

Chairman's Role

Research Question One

This area of the finding section is concerned with the first research question.

Research Question 1. Is there a difference in the perceptions of the role of the department chairman among the key administrators, present and past chairmen, and the faculty?

This question was considered through the first two parts of the survey questionnaire. The development of the questionnaire through a survey of the literature assured that the roles listed on the survey form would generally be agreeable to the respondents. The research is designed not to measure the strength of agreement but rather a difference in agreement among the administrators, department chairmen, and the faculty.

Questionnaire - Part I

Part I of the questionnaire was concerned with the role of the department chairman as specified by thirty role descriptors in seven general areas. Each of these general areas were considered in turn in order to compare the perceptions among the three research groups.

Academic affairs. The first three questions on the questionnaire concerned academic affairs. The results of the tabulations are contained in Table 11 and Figure 1. The table contains the number and percentage of each group's responses to each of these questions. In addition an arithmetic mean was calculated for each group on each question by assigning a numerical value to each of the responses as noted on the table. Figure 1 visually displays the arithmetic means for the three academic affair questions for each of the three groups.

TABLE 11

CHAIRMAN'S ROLE
ACADEMIC AFFAIRS

QUESTION #	GROUP	SD[a] N	SD[a] %	D N	D %	A N	A %	SA N	SA %	MEAN[b]
1	KA[c]	0	(0)[d]	0	(0)	5	(36)	9	(64)	3.643
	DC	0	(0)	0	(0)	5	(28)	13	(72)	3.722
	FF	0	(0)	0	(0)	24	(46)	28	(54)	3.538
2	KA	0	(0)	1	(7)	4	(29)	9	(64)	3.571
	DC	0	(0)	2	(11)	3	(17)	13	(72)	3.611
	FF	0	(0)	4	(8)	28	(54)	20	(38)	3.308
3	KA	0	(0)	1	(7)	5	(36)	8	(57)	3.500
	DC	0	(0)	1	(6)	11	(61)	6	(33)	3.278
	FF	2	(4)	4	(8)	29	(56)	17	(33)	3.173

a - SD - Strongly Disagree, D - Disagree, A - Agree, SA - Strongly Agree
b - The mean is calculated by using strongly disagree = 1, disagree = 2, agree = 3, and strongly agree = 4.
c - KA - Key Administrators, DC - Present and Past Department Chairmen, FF - Full Time Faculty.
d - Group percentage is in parenthesis. This total may not be 100 due to round off error.

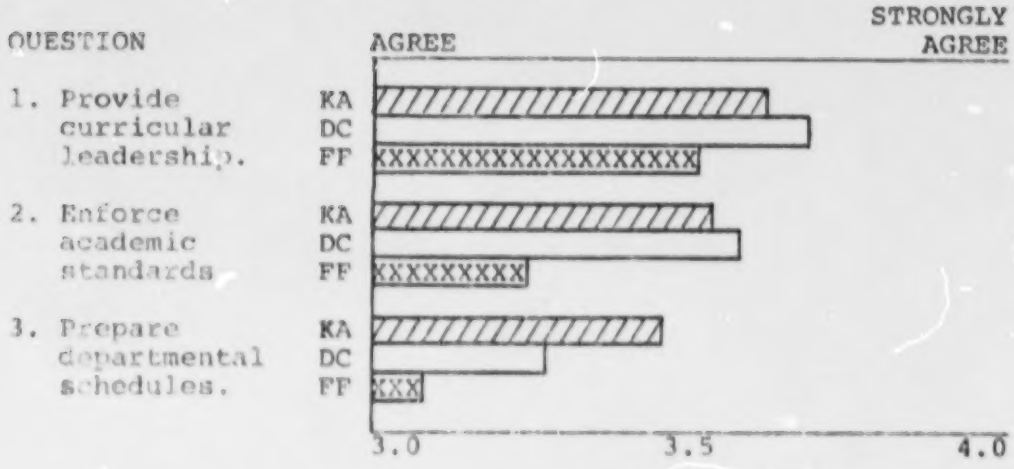
On question one concerned with the chairmen providing leadership in curricular affairs the three groups were in general agreement as can be seen in Figure 1. The department chairmen most strongly agreed that curricular leadership is a part of the role of the department chairman while the faculty least strongly agreed with this role statement. The difference between those two means was less than 0.20.

Question two regarding enforcement of high academic standards displayed some disagreement between the faculty

and the department chairmen as illustrated in Figure 1. The department chairmen most strongly agreed that enforcement of high academic standards was a part of their role.

FIGURE 1

CHAIRMAN'S ROLE
ACADEMIC AFFAIRS



While the administrators supported the department chairmen, (the difference in means was 0.04), the faculty did not agree as strongly. The difference in means between the faculty and the department chairmen was greater than 0.30. Three individuals did not like the word "enforce" in this question and suggested the use of "support" or "encourage" to replace "enforce."

Preparation of the departmental course schedule was considered in question three. The administrators most strongly agreed that this role statement was in the department chairmen's role set while the faculty least strongly

agreed. The difference in the mean between these two groups was about 0.33 with the department chairmen more closely agreeing with the faculty as can be seen in Figure 1. This question showed the greatest disagreement of the questions in academic affairs. Several comments were received concerning question three on preparation of departmental course schedules suggesting that this role be delegated to departmental faculty or the department secretary.

The strong agreement department chairmen gave to providing curricular leadership is supported in the literature by Edwood Ehrle (1975) who finds that program development is a high priority item as reported by department chairmen. In the study by Fiber, Kruk and Simon (1972) it was also found that curriculum development was a major responsibility of the chairman.

A study by Hill and French (1967) related to the power of a department chairman found that the department chairman had quite some degree of power over curriculum and scheduling with more power lying in the scheduling area. This result is somewhat contradictory to the finding of this research which shows the agreement on the role of the department chairman decreasing in the scheduling area.

Michael Metty (1969) found a significant difference (.05 level) between the department chairman and the faculty concerning the control of the academic program. Metty

suggests this indicates that the chairman perceives fewer problems in an area where he can be seen as a principal actor. Harmon Pierce (1971) supports Metty through research which demonstrated that two areas of high task involvement for department chairmen were course revision and development and course scheduling.

The present findings are supported by Albert Smith (1972) who found general agreement between departmental faculty, department chairmen, and upper echelon administrators concerning the chairman's involvement with curricular planning. Smith found general disagreement among the three groups in the area of assigning departmental teaching schedules. Smith's findings do differ somewhat in the scheduling area where he found that the department chairmen more strongly agreed that this is one of their concerns.

Budgetary affairs. Survey questions four and five were concerned with budgetary affairs. The results of the tabulations are contained in Table 12 and Figure 2. The table contains the number and percentage of each groups responses to each of those questions. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on Table 11. Figure 2 visually displays the arithmetic means for the three groups on the two budgetary affairs questions.

TABLE 12

CHAIRMAN'S ROLE
BUDGETARY AFFAIRS

QUESTION #	GROUP	SD* N	SD* %	D N	D %	A N	A %	SA N	SA %	MEAN*
4	KA*	0	(0)*	0	(0)	3	(21)	11	(79)	3.786
	DC	0	(0)	0	(0)	6	(33)	12	(67)	3.667
	FF	0	(0)	0	(0)	31	(60)	21	(40)	3.404
5	KA	0	(0)	0	(0)	4	(4)	10	(71)	3.714
	DC	0	(0)	1	(6)	4	(4)	13	(72)	3.667
	FF	1	(2)	2	(4)	29	(29)	20	(39)	3.308

* - See Table 11 for notes.

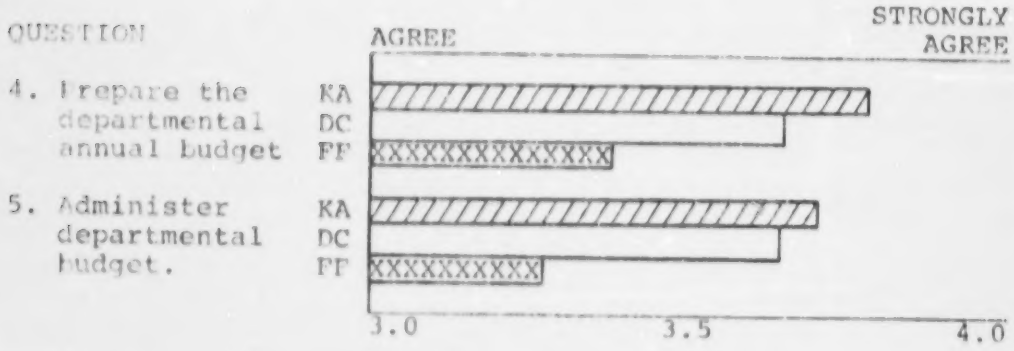
Question four concerning preparation of the annual department budget showed major disagreement. The administrators most strongly agreed with this role statement, followed closely by the department chairmen, with the faculty showing least agreement. The difference in means between the administrators and faculty was greater than 0.38. Perhaps the faculty rating reflects the concern of the respondents who wrote, "with the aid of the faculty" and "within set guidelines."

A study by James o'Grady, Jr. (1973) discovered that nearly all large college (over 1200 students) chairmen had responsibility for preparation of the budget after consulting their faculty. O'Grady's study supports the finding of this research. A study by Albert Smith (1972)

adds further support with findings that indicated that 95 percent of the faculty, 96 percent of department chairmen and 100 percent of upper echelon administrators felt that the department chairman "absolutely must" or "preferably should" prepare the departmental budget.

FIGURE 2

CHAIRMAN'S ROLE
BUDGETARY AFFAIRS



Administration of the department budget was considered in question five. A difference slightly greater, .41, was found in the means of the key administrators and the faculty. The department chairmen were more closely aligned with the administrators on this role statement. One department chairman added the comment, "once the annual budget is approved the department chairman should have complete control over its administration."

O'Grady (1973) reported that all large college chairmen were responsible for budget administration and control. Smith's (1972) study again supported this research

with findings that indicated that 86 percent of faculty, 90 percent of department chairmen, and 93 percent of administrators felt that their department chairmen "absolutely must" or "preferably should" oversee internal allocation of budget funds.

The importance of budgeting to the department chairman is brought out in a paper by Michael Metty (1969:2), "Concern with the budget is to the departmental chairman what sex is to the committed Freudian - - the center of every activity and the motive power for every walking moment."

Even though Carroll (1974) found that departmental budget decisions were not perceived by the department chairman as eliciting great conflict the results of this research have demonstrated that the faculty has a somewhat weaker conception of the department chairman's role in budgeting than either the department chairman or the administrators.

Recommendation 1. Guidelines should be developed to clarify the department chairman's role regarding budget preparation and budget administration.

Departmental affairs. The next four questions on the questionnaire were concerned with departmental affairs. The results of the tabulations are contained in Table 13 and Figure 3. The table contains the number and percentage of each groups responses to each of those questions. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on

Table 11. Figure 3 visually displays the arithmetic means for the three groups on the four departmental affairs questions.

TABLE 13

CHAIRMAN'S ROLE
DEPARTMENTAL AFFAIRS

QUESTION #	GROUP	SD* N	SD* %*	D N	D %	A N	A %	SA N	SA %	MEAN*
6	KA*	1	(7)*	0	(0)	6	(43)	7	(50)	3.357
	DC	0	(0)	0	(0)	3	(17)	15	(83)	3.833
	FF	0	(0)	0	(0)	14	(27)	38	(73)	3.731
7	KA	1	(7)	0	(0)	7	(50)	6	(43)	3.286
	DC	0	(0)	2	(11)	3	(17)	13	(72)	3.611
	FF	0	(0)	3	(6)	21	(41)	28	(54)	3.481
8	KA	0	(0)	1	(7)	8	(57)	5	(36)	3.286
	DC	2	(11)	4	(22)	5	(28)	7	(39)	2.944
	FF	1	(2)	10	(19)	25	(48)	16	(81)	3.077
9	KA	0	(0)	0	(0)	6	(43)	8	(57)	3.571
	DC	0	(0)	0	(0)	4	(22)	14	(78)	3.778
	FF	0	(0)	0	(0)	17	(33)	35	(67)	3.673

* - See Table 11 for notes.

Question six was concerned with involving faculty in decision making and received the second highest level of disagreement on the questionnaire as measured by the arithmetic means. The department chairmen most strongly agreed with this role statement closely followed by the faculty.

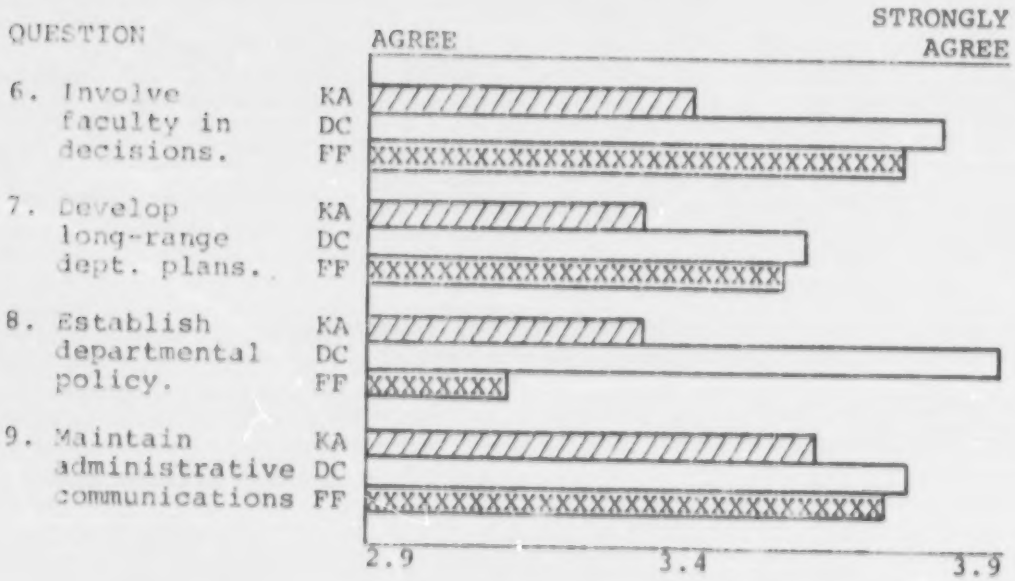
In a study of faculty perceptions of the governance system at York College of Pennsylvania, Troutman (1978:30) found that the section of his survey that concerned decis-

ion-making received the lowest rating of all seven sections. Troutman's survey question concerning the level of decision making was the lowest rated question on his survey. The following conclusion was made about decision-making at York College of Pennsylvania:

> The results. . . demonstrate that the faculty perceived that they were involved in the decision making process but that the final decision was made by top administrators. This was also a major criticism of the Middle States Accreditation Report of 1971. The faculty also perceived that they are not consulted enough in the decision-making process.

FIGURE 3

CHAIRMAN'S ROLE
DEPARTMENTAL AFFAIRS



There appears to have been little change in the past two and one-half years concerning how decisions are made at York College of Pennsylvania. There appear differences

between the administration and the department chairmen concerning involvement of the faculty in decision-making processes.

Recommendation 2. All decisions should be made at the appropriate levels, involving those most qualified to made the decisions.

Development of long-range departmental plans was the concern of question seven. Again the department chairmen most strongly agreed and the key administrators least strongly agreed with this role statement. The difference between the means was greater than 0.32 with the faculty falling near the middle between the two groups. Several of the respondents suggested that the development of long-range plans was a concern for the entire department and not just the department chairmen.

In Albert Smith's (1972) study similar results concerning development of long-range departmental goals and objectives were found. Ninety-five percent of the faculty, 98 percent of the department chairmen and 100 percent of the upper echelon administrators felt that the department chairman "absolutely must" or "preferably should" develop long-range departmental plans.

Question eight was concerned with establishment of departmental policy. This question was the only one in the departmental affairs area in which the ranking was reversed. The key administrators most strongly agreed, the faculty

remained in the middle, and the department chairmen least strongly agreed with the role statement. The difference between means of the key administrators and the department chairman was greater than 0.34.

The difference in perceptions on this question shows up in two areas. First, Figure 3 clearly demonstrates that the faculty and department chairmen gave departmental long-range planning the lowest rating of any of the role items under departmental affairs. Second, one-third or 33 percent of the department chairmen and 21 percent of the faculty strongly disagreed or disagreed with this role statement. These figures are in agreement with Smith's (1972) research on the department chairman's role in formulating departmental policies relating to faculty use of materials, resources and equipment.

Finally, several respondents commented suggesting that departmental long-range planning was to be done in conjunction with all department faculty with the department chairman providing leadership.

The final question under departmental affairs concerned maintaining communications between the department and the administration. No one in any of the three groups either strongly disagreed or disagreed with this role statement.

In Troutman's (1976) study of faculty perceptions of governance at York College of Pennsylvania the area of

internal communications received the highest ratings of the seven areas involved. Although communications within the college appears strong, it is important to note the importance of the department chairman as the man in the middle of the communications process. The department chairman is responsible both for articulation and interpretation of administrative policy to the faculty. The results of question nine indicate that all parties want the department chairman to continue in this area.

External Communications. Questions ten through twelve on the questionnaire were concerned with external communications. The results of the tabulations are contained in Table 14 and Figure 4. The table contains the

TABLE 14

CHAIRMAN'S ROLE
EXTERNAL COMMUNICATIONS

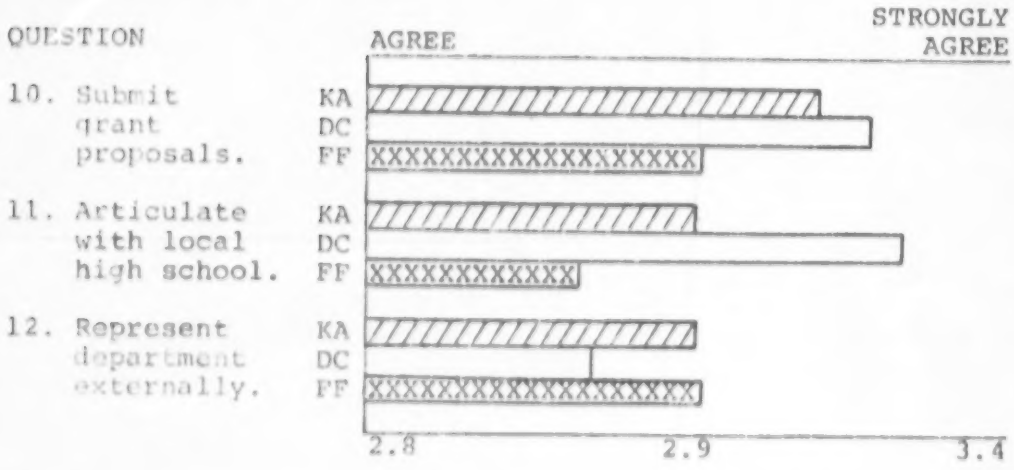
QUESTION #	GROUP	SD* N	SD* %*	D N	D %	A N	A %	SA N	SA %	MEAN*
10	KA*	0	(0)	1	(7)	11	(79)	2	(14)	3.071
	DC	2	(11)	6	(33)	7	(39)	3	(17)	2.611
	FF	2	(4)	11	(21)	29	(56)	10	(19)	2.904
11	KA	0	(0)	6	(43)	4	(29)	4	(29)	2.857
	DC	1	(6)	6	(33)	9	(50)	2	(11)	2.667
	FF	4	(8)	15	(29)	24	(46)	9	(17)	2.731
12	KA	0	(0)	4	(29)	7	(50)	3	(21)	2.929
	DC	0	(0)	2	(11)	11	(61)	5	(28)	3.167
	FF	4	(8)	8	(15)	27	(52)	13	(25)	2.942

* - See Table 11 for notes.

number and percentage of each group's response to each of those questions. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on Table 11. Figure 4 visually displays the arithmetic means for the three groups on the three questions concerning external communications.

FIGURE 4

CHAIRMAN'S ROLE
EXTERNAL COMMUNICATIONS



Question ten was concerned with the requirement to have department chairmen submit grant proposals. This question was the third worst on the survey in terms of agreement as measured by the arithmetic means. The key administrators most agreed with the statement while the department chairmen least agreed with it. The difference in means between those two groups was 0.46. From Table 14 it can be seen that 93 percent of the administrators agreed or strongly

agreed that this was the role of the department chairman while only 56 percent of the department chairmen responded in the same manner.

It appears as though there is strong disagreement in the need for department chairmen to submit grant proposals. Several department chairmen commented that submitting grants is mainly the responsibility of the faculty and a department chairman should take on this role only if time permits. One faculty member felt that a chairman who wishes to submit a grant proposal should receive an additional reduction in work load.

Recommendation 3. The Academic Council should consider whether submission of grant proposals is part of the department chairman's role.

There was little disagreement among the three groups concerning question eleven on articulating academic programs to local high schools and the community. Only 57 percent of the administrators, 61 percent of the department chairmen, and 63 percent of the faculty agreed or strongly agreed that this role belongs in the department chairman's role set.

Several department chairmen commented that this task was the responsibility of the administration and the director of public relations who should receive assistance from the department chairman only as time permits. Faculty commented that the department should be involved in this area but the department chairman should delegate the responsibility to faculty.

Although the responses to question twelve dealing with representing the department to external agencies were higher than the responses to question eleven, there was little disagreement among the three groups. The department chairmen most strongly agreed with this role statement showing a mean of 3.167 and an 89 percent agree/strongly agree rate. The key administrators least strongly agreed with this role statement showing a mean of 2.929 and a 71 percent agree/strongly agree rate.

The department chairmen's responses on questions eleven and twelve are supported by research conducted by Edwood Ehrle (1975) who questioned department chairmen on assigning priorities to eleven general task. Ehrle reported that communication beyond the college was rated tenth in priority value.

Faculty affairs. Questions thirteen through twenty on the survey questionnaire were concerned with faculty affairs. The results of the survey were tabulated and are contained in Table 15 and Figure 5. The table contains the number and percentage of each group's response to each of those questions. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on Table 11. Figure 5 visually displays the arithmetic means for the three groups on the eight questions concerning faculty affairs.

TABLE 15

CHAIRMAN'S ROLE
FACULTY AFFAIRS

QUESTION #	GROUP	SD* N	SD* %	D N	D %	A N	A %	SA N	SA %	MEAN*
13	KA*	0	(0)*	0	(0)	11	(79)	3	(21)	3.216
	DC	0	(0)	0	(0)	7	(39)	11	(61)	3.611
	FF	0	(0)	1	(2)	29	(56)	22	(42)	3.404
14	KA	0	(0)	3	(21)	9	(64)	2	(14)	2.929
	DC	0	(0)	0	(0)	7	(39)	11	(61)	3.611
	FF	0	(0)	4	(8)	30	(58)	18	(35)	3.269
15	KA	1	(7)	0	(0)	10	(71)	3	(21)	3.071
	DC	0	(0)	2	(11)	7	(39)	9	(50)	3.389
	FF	1	(2)	6	(12)	27	(52)	18	(35)	3.192
16	KA	0	(0)	0	(0)	6	(43)	8	(57)	3.571
	DC	0	(0)	0	(0)	4	(22)	14	(78)	3.778
	FF	0	(0)	1	(2)	18	(35)	33	(64)	3.615
17	KA	0	(0)	0	(0)	7	(50)	7	(50)	3.500
	DC	1	(6)	1	(6)	6	(33)	10	(56)	3.389
	FF	0	(0)	2	(4)	29	(56)	21	(40)	3.365
18	KA	0	(0)	1	(7)	8	(57)	5	(36)	3.286
	DC	1	(6)	0	(0)	7	(39)	10	(56)	3.444
	FF	0	(0)	1	(2)	28	(54)	23	(44)	3.423
19	KA	0	(0)	0	(0)	9	(64)	5	(36)	3.357
	DC	1	(6)	0	(0)	6	(33)	11	(61)	3.500
	FF	1	(2)	2	(4)	26	(50)	23	(44)	3.365
20	KA	0	(0)	0	(0)	9	(64)	5	(36)	3.357
	DC	1	(6)	0	(0)	7	(39)	10	(56)	3.444
	FF	1	(2)	2	(4)	26	(50)	23	(44)	3.365

* - See Table 11 for notes.

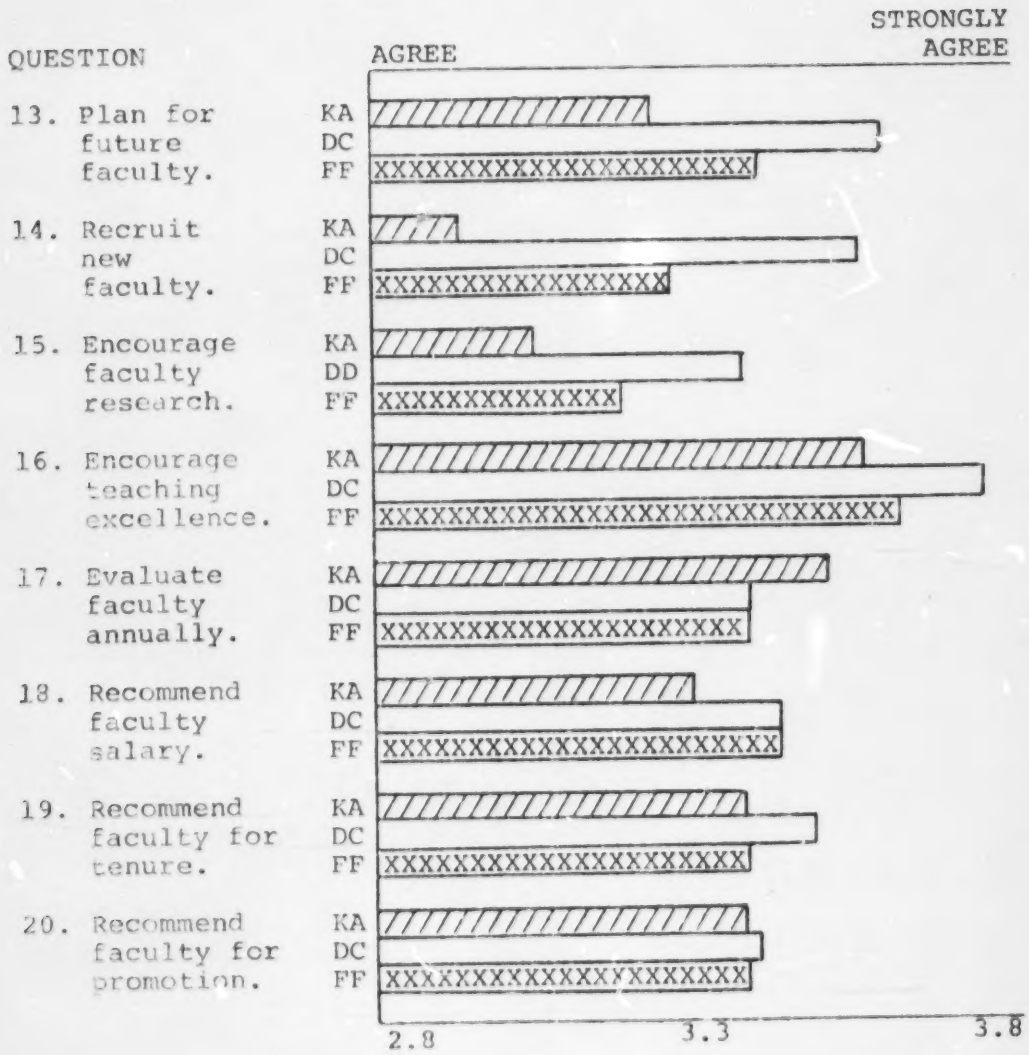
Planning for future faculty needs was the concern of the thirteenth question. Although not major, the disagreement on this role statement was substantial. This disagreement is shown on Table 15 as a difference in means over .39 between the department chairmen who most strongly agreed and the administrators who least strongly agreed. The percentages of responses in the agree/strongly agree area are similar for all three groups on this question. The proportion of the split between agree and strongly agree, however, is the cause of the difference.

Question fourteen concerning the chairman's role in recruiting faculty received the largest difference among means of any question on the survey. The department chairmen most strongly agreed with this role statement while the key administrators least strongly agreed, the difference in means being greater than 0.68. The percentage distribution indicates that 21 percent of the administrators disagreed with this role statement while no department chairman disagreed.

Albert Smith's (1972) study was in slight disagreement with the above findings. Smith found that 95 percent of the upper echelon administrators, 91 percent of the department chairmen, and 93 percent of the faculty felt that the department chairman "absolutely must" or "preferably should" participate in the recruitment of all full-time department faculty members. Smith's study was supported by

FIGURE 5

CHAIRMAN'S ROLE
FACULTY AFFAIRS



James O'Grady, Jr's (1973) study of small and large college department chairmen which found that nearly all of the large college (over 1200 students) chairmen indicated that they had responsibility for recruitment of faculty, including screening and interviewing applicants.

A study by Winston Hill and Wendell French (1967) of the power of department chairmen found that on a scale of 1 indicating "some" power and a 2 indicating power "to quite some degree" the department chairmen were rated 1.8 on their ability to recruit a qualified staff of professors. The Hill and French study covered 375 department chairmen in five state colleges in two western states.

J. Stanley Ahman (1972:192) illustrated the importance of recruiting to the department chairman:

> Is there one outstanding criterion on the basis of which the effectiveness of a department chairman should be evaluated? Probably not. Yet in the eyes of many, the criterion which most closely fits this need is the chairman's ability to recruit faculty and evaluate their effectiveness. . . .

In light of the importance that the aforementioned authors placed on the need for the department chairman to recruit departmental faculty and the apparent disagreement between the administration and the department chairman on this role set item there appears a strong need for clarification.

Recommendation 4. The department chairman should be given the responsibility to recruit, with the aid of their departmental faculty, individuals for professional positions in the department.

Question fifteen concerning the role the department chairman plays in encouraging faculty research showed some disagreement between key administrators and department chairmen. The difference in means between those two groups was over 0.30 with the key administrators least strongly agreeing and the department chairmen most strongly agreeing with the role statement. On each of the three preceding questions the faculty's agreement strength was between the administrators and the department chairmen.

Questions sixteen through twenty dealt with encouraging teaching excellence, evaluation of faculty annually, recommending faculty for annual salary increases, tenure, and promotion. The difference in means between the groups making the highest and lowest ratings on each of these five questions was less than 0.21, indicating general agreement among the groups.

Question seventeen was the only question in the faculty affairs area not to have the key administrators least strongly agreeing, the faculty in the middle, and the department chairmen most strongly agreeing.

Although questions sixteen through twenty were considered together it should not be inferred that they are less important roles of the department chairmen

but rather they had similar responses and showed little disagreement among the three research groups. Indeed, these roles are crucial ones for the department chairmen. In a study of six decision areas for department chairmen, Archie Carroll (1974) found that faculty salary decisions, faculty promotion decisions, and academic tenure decisions, in that order, received the highest ranking according to perceived conflict.

In Hill and French's (1967) study concerned with perceptions of the power of department chairmen, promotion decisions received a rating of 2.0, tenure decisions 1.8 and salary increase decisions 1.1, where a 2 indicated that the department chairmen had quite some power and 1 indicated some power in the decision making process. In a similar study by Peter Blomerley (1971) decision-making areas of granting tenure and promoting faculty received a value of 1.387 and 1.288 respectively, where a 1 indicates that a chairman has all the say and influence and a 2 indicates that both the chairman and faculty have influence but that the chairman has more.

The importance of salary decisions by department chairmen is brought out by Bruce Eberhart (1974:18) when he writes:

> Where salaries are flexible they are a powerful tool for shaping the department; fixed incremental raises, on the other hand, may limit a chairman's efforts to effectively administer his department.

Office management. The next five questions, twenty-one through twenty-five, on Part I of the survey instrument were concerned with the department chairman's role in office management. The results of the survey were tabulated and are contained in Table 16 and Figure 6.

TABLE 16

CHAIRMAN'S ROLE
OFFICE MANAGEMENT

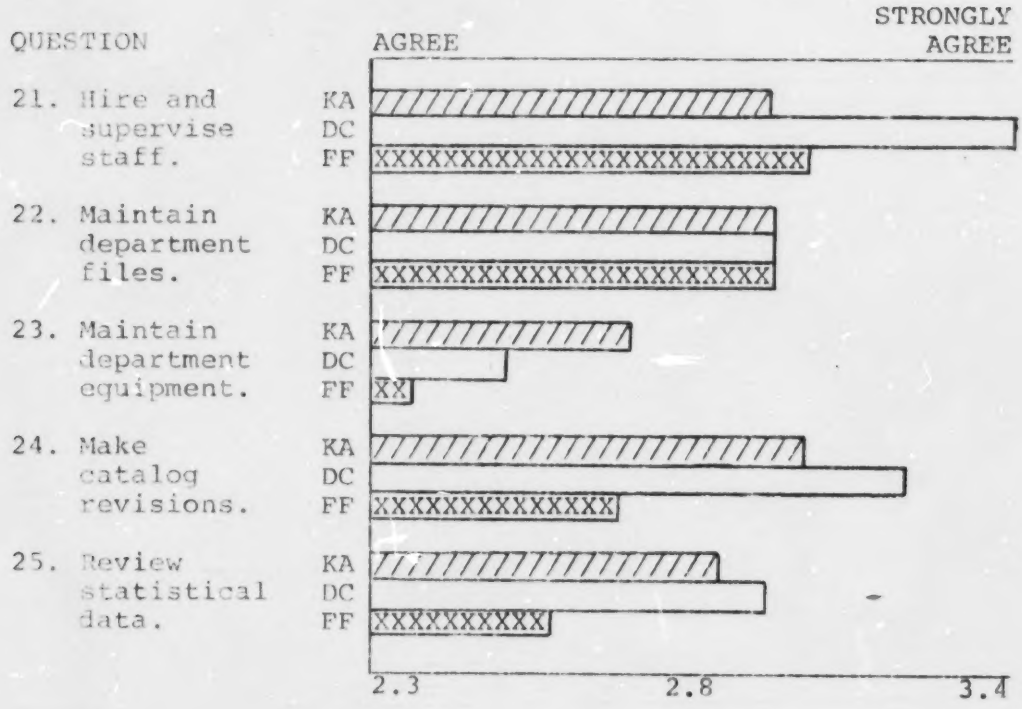
QUESTION #	GROUP	SD* N	SD* %	D N	D %	A N	A %	SA N	SA %	MEAN*
21	KA*	0	(0)*	2	(14)	10	(71)	2	(14)	3.000
	DC	0	(0)	0	(0)	11	(61)	7	(39)	3.389
	FF	1	(2)	8	(15)	30	(58)	13	(25)	3.058
22	KA	0	(0)	3	(21)	8	(57)	3	(21)	3.000
	DC	1	(6)	4	(22)	8	(44)	5	(28)	2.944
	FF	3	(6)	7	(14)	29	(56)	13	(25)	3.000
23	KA	0	(0)	6	(42)	5	(36)	3	(21)	2.786
	DC	4	(22)	4	(22)	7	(39)	3	(17)	2.500
	FF	6	(12)	25	(48)	18	(35)	3	(6)	2.346
24	KA	0	(0)	2	(14)	9	(64)	3	(21)	3.071
	DC	1	(6)	2	(11)	8	(44)	7	(39)	3.167
	FF	0	(0)	17	(33)	30	(58)	5	(10)	2.769
25	KA	0	(0)	3	(21)	9	(64)	2	(14)	2.929
	DC	3	(17)	0	(0)	11	(61)	4	(22)	2.889
	FF	5	(10)	16	(31)	24	(46)	7	(14)	2.635

* - See Table 11 for notes.

The table contains the number and percentage of each group's response to each of those questions. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on Table 11. Figure 5 visually displays the arithmetic means for the three groups on these five questions concerning office management.

FIGURE 6

CHAIRMAN'S ROLE
OFFICE MANAGEMENT



The chairman's role in hiring, supervising, and evaluating clerical and technical staff was the concern of question twenty-one. The administrators and the chairmen showed substantial disagreement with the faculty more closely agreeing with the administrators. The department chairmen more strongly agreed with this role statement while the key administrators least strongly agreed producing a difference of mean of almost 0.39. One hundred percent of the department chairmen agreed or strongly

agreed with this role statement while 86 percent of the administrators and 83 percent of the faculty expressed the same opinion.

The literature supports the department chairmen on the issue of responsibility for non-academic personnel. James O'Grady Jr. (1973) interviewed forty-one chairmen from large colleges with 1200 or more students, and found that over seventy-five percent had the responsibility for non-academic personnel administration.

Question twenty-two concerning the department chairmen's role in maintaining departmental files had arithmetic means that indicated that this role was the least conflicting on the survey instrument. There was a difference in means of less than 0.06 between the department chairmen, and the faculty and administrators. Oddly enough this question received the most comments from the respondents. Seven of those questioned indicated that this job should be given to a permanent full-time secretary or delegated to a staff member.

Question twenty-three was the most disagreed upon question in the office management area and fourth most disagreed upon on the questionnaire. The key administrators most strongly agreed with this role statement while the faculty least strongly agreed. The difference in means between those two groups was 0.44. The arithmetic mean

calculated for the faculty, 2.346, was the lowest mean for any questionnaire item. Table 16 also indicates that only 41 percent of the faculty agreed or strongly agreed with this role statement. This was the smallest percentage of agree and strongly agree responses for the questionnaire.

The above findings are consistent with Albert Smith's (1972) study showing 57 percent of faculty, 64 percent of department chairmen, and 83 percent of upper echelon administrators felt that department chairmen "absolutely must" or "preferably should" accept responsibility for the maintenance and repair of laboratory and/or classroom equipment. Several comments concerned with the need to have the department chairmen delegate the task of maintenance of equipment to faculty in the department appeared on the questionnaire thus supporting Smith's findings and the ratings in Table 16.

Recommendation 5. Individual faculty members within a department should have the responsibility for maintenance of the equipment which they use.

The role of making catalog revisions considered in question twenty-four, received substantial disagreement among the research groups. The faculty least strongly agreed and the department chairmen most strongly agreed with this role statement with the two groups showing a difference in means of almost 0.40. Two respondents made

comments concerning the need for department chairmen to delegate this role to either faculty in the department or to college curriculum and catalog committee.

Question twenty-five listing the department chairman's role in reviewing statistical data for evaluation of departmental effectiveness showed moderate disagreement between the faculty and key administrators. The faculty least strongly agreed with this role statement with key administrators more strongly agreeing and showing a difference in means of almost 0.30. Considering the percentage of agree/strongly agree responses the faculty responded 60 percent, the key administrators 79 percent, and the department chairmen 83 percent in this response range. These results do not support Smith's (1972) findings on this role statement of 81 percent of faculty, 79 percent of department chairmen, and 90 percent of upper echelon administrators responding "absolutely must" or "preferably should" to this survey question.

The area of office management was considered by Herbert Waltzer (1975) to include administering departmental facilities; hiring, supervising, and evaluating staff personnel; establishing file and record systems; maintaining equipment and other department properties; requsitioning supplies; and ordering textbooks. Of the ninety-three chairmen surveyed at Miami University, Waltzer found that over 48 percent expressed dissatisfaction over

their administrative overload.

Montgomery, et al.(1974) surveyed 1,198 department chairmen in thirty-two state universities which award the doctorate. They found that the internal administrative duties included the three most distasteful tasks which chairmen reported performing: maintenance of accurate student records, managing physical facilities and equipment, and preparing and presenting budgets. The dissatisfaction of department chairmen in the office management area is perhaps the source of some of the conflict in the preceeding five survey questions.

Student affairs. The final five questions, twenty-six through thirty, on part one of the survey questionnaire were concerned with the department chairman's role in student affairs. The results of the survey were tabulated and are contained in Table 17 and Figure 7. The table contains the number and percentage of each groups response to each of those questions. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on Table 11. Figure 7 visually displays the arithmetic means for the three groups on these five questions concerning student affairs.

TABLE 17

CHAIRMAN'S ROLE
STUDENT AFFAIRS

QUESTION #	GROUP	SD* N	SD* %*	D N	D %	A N	A %	SA N	SA %	MEAN*
26	KA*	0	(0)*	0	(0)	11	(29)	3	(21)	3.214
	DC	2	(11)	3	(17)	7	(39)	6	(33)	2.944
	FF	1	(2)	11	(21)	35	(67)	5	(10)	2.846
27	KA	0	(0)	8	(57)	6	(43)	0	(0)	2.429
	DC	2	(11)	5	(28)	10	(56)	1	(6)	2.556
	FF	1	(2)	21	(40)	25	(48)	5	(10)	2.654
28	KA	0	(0)	3	(21)	9	(64)	2	(14)	2.929
	DC	1	(6)	2	(11)	12	(67)	3	(7)	2.944
	FF	0	(0)	10	(19)	31	(60)	11	(21)	3.019
29	KA	0	(0)	1	(7)	11	(79)	2	(14)	3.071
	DC	0	(0)	1	(6)	14	(78)	3	(17)	3.111
	FF	0	(0)	10	(19)	30	(58)	12	(23)	3.038
30	KA	0	(0)	2	(14)	8	(57)	4	(29)	3.143
	DC	0	(0)	1	(6)	9	(50)	8	(44)	3.389
	FF	0	(0)	7	(14)	31	(60)	14	(27)	3.135

* - See Table 11 for notes.

Herbert Waltzer (1975:12) considered the area of student affairs to include:

> Curricular and career advising of students; awarding of departmental prizes and scholarships; responding to student grievances and complaints; and certifying students for graduation.

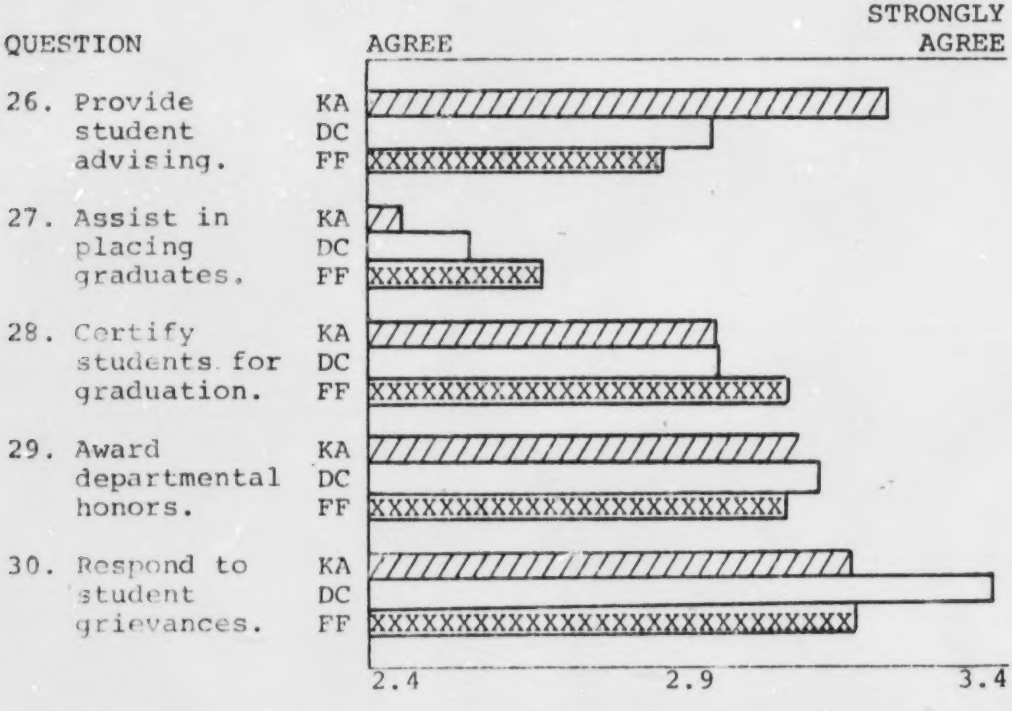
Waltzer also found that student development and performance was one of the seven measures of job satisfaction for department chairmen.

Question twenty-six concerning the department chairman's role in providing student advising showed the

most disagreement in the student affairs area. The key administrators most strongly agreed with this role statement while the faculty least strongly agreed. The difference in means of those two groups was almost 0.37. While 100 percent of the key administrators either agreed or strongly agreed with the student advising task only 72 percent of the department chairmen and 77 percent of the faculty responded in the same manner.

FIGURE 7

CHAIRMAN'S ROLE
STUDENT AFFAIRS



Albert Smith's (1972) study is consistent with the above findings. Smith found that 65 percent of faculty, 82 percent of department chairmen, and 85 percent of upper

echelon administrators felt that department chairmen "absolutely must" or "preferably should" counsel and/or advise students regarding departmental programs.

Question twenty-seven considering the department chairman's role in placing graduating seniors and question twenty-eight concerning certifying students for graduation showed general agreement. On each of those questions the administrators least strongly agreed and the faculty most strongly agreed with the given role statement.

Two respondents commented that the placement of graduating seniors was the responsibility of the placement office aided by individual faculty members. Three respondents felt that the certifying of students for graduation was the role of the faculty, while one respondent contended that the college recorder could handle this task.

Smith (1972) found that in the area of student placement 45 percent of the faculty, 36 percent of the department chairmen, and 36 percent of upper echelon administrators either felt the department chairmen "absolutely must" or "preferably should" participate in this area.

Question twenty-nine and question thirty considered the awarding of departmental honors and responding to student grievances and complaints. These two questions showed general agreement with the faculty least strongly

agreeing and the department chairmen most strongly agreeing with each of the role statements. Four faculty commented that they thought these tasks to be the responsibility of the individual faculty members.

Albert Smith's (1972) study also included a statement similar to question thirty. Smith found that 61 percent of the faculty, 70 percent of department chairmen, and 91 percent of upper echelon administrators felt that the department chairman either "absolutely must" or "preferably should" resolve conflicts between students and faculty members over teaching performance, grading, assignments, etc.

Overall tabulation. The previous sections have compared and contrasted the responses of each of the three groups in a search for agreement or disagreement on Part I of the questionnaire. This section permits strength comparisons between questions through the use of Table 18 which contains the percentage of key administrators, department chairmen, and faculty who either agreed or strongly agreed on each question.

Table 18 shows the questions to which a majority of the respondents either agreed or strongly agreed. Those questions receiving an 86 percent or above rating from each of three groups were 1, 2, 3, 4, 5, 6, 7,

9, 13, 15, 16, 17, 18, 19, 20, and 30. These then are the questions which showed strong responses from each of the three groups.

TABLE 18

CHAIRMAN'S ROLE
OVERALL TABULATION - PART I
PERCENTAGE WHO RESPONDED
AGREE OR STRONGLY AGREE

QUESTION	KEY ADMINISTRATORS	DEPARTMENT CHAIRMEN	FULL-TIME FACULTY
1	100	100	100
2	93	89	92
3	93	94	88
4	100	100	100
5	100	94	94
6	93	100	100
7	93	89	94
8	93	67	79
9	100	100	100
10	93	56	75
11	57	61	63
12	71	89	77
13	100	100	98
14	79	100	92
15	93	89	97
16	100	100	98
17	100	89	96
18	93	94	98
19	100	94	94
20	100	94	94
21	86	100	83
22	70	72	81
23	57	56	40
24	86	83	67
25	79	83	60
26	100	72	77
27	43	61	58
28	79	83	81
29	93	94	81
30	86	94	87

Recommendation 6. Those role descriptions on Table 18 on which the key administrators, department chairmen, and faculty all have agree/strongly agree rates of 85 percent and above be adopted as the department chairman's role set at York College of Pennsylvania.

There are several questions that each of the groups rated as agreeing or strongly agreeing at the 70 percent rate or above with perhaps one or two of the groups rating the role statement above 85 percent. These questions; 12, 21, 22, 26, 28 and 29, showed moderate to strong responses with varying strength among the groups.

Recommendation 7. Those role descriptions on Table 18, not considered in recommendation six, on which the key administrators, department chairmen, and faculty all have agree/strongly agree rates of 70 percent and above be considered by the Academic Council for addition to the department chairman's role set at York College of Pennsylvania.

The remaining questions then showed at least one of the groups failing to give a 70 percent agree/strongly agree rating. These questions; 8, 10, 11, 23, 24, 25, and 27 showed weak responses with varying strength among the groups.

Recommendation 8. Those role descriptions on Table 18 not considered in recommendations six and seven should not be included in the department chairman's role set at York College of Pennsylvania.

Questionnaire - Part II

Part II of the questionnaire was concerned with the respondents ratings of the seven areas of Part I as to the individual's perception of the importance or unimportance of the area as related to the chairman's role. The results of the survey were tabulated and are contained in Table 19 and Figure 8. The table contains the number and percentage of each group's response to each question. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as noted on Table 19. Figure 8 visually displays the arithmetic means for the three groups on the seven questions in Part II.

Academic affairs. The first area considered, academic affairs, showed moderate disagreement among the groups. The key administrators felt this area slightly more important than the department chairmen who rated it considerably more important than the faculty. The difference in means between the administrators and the faculty as shown on Table 19 was almost 0.34. Overall this area did receive a strong response from each group with 100 percent of both the key administrators and department chairmen responding important or very important while 94 percent of the faculty responded in the same manner. Considering the arithmetic means the area

TABLE 19

CHAIRMAN'S ROLE
QUESTIONNAIRE - PART II

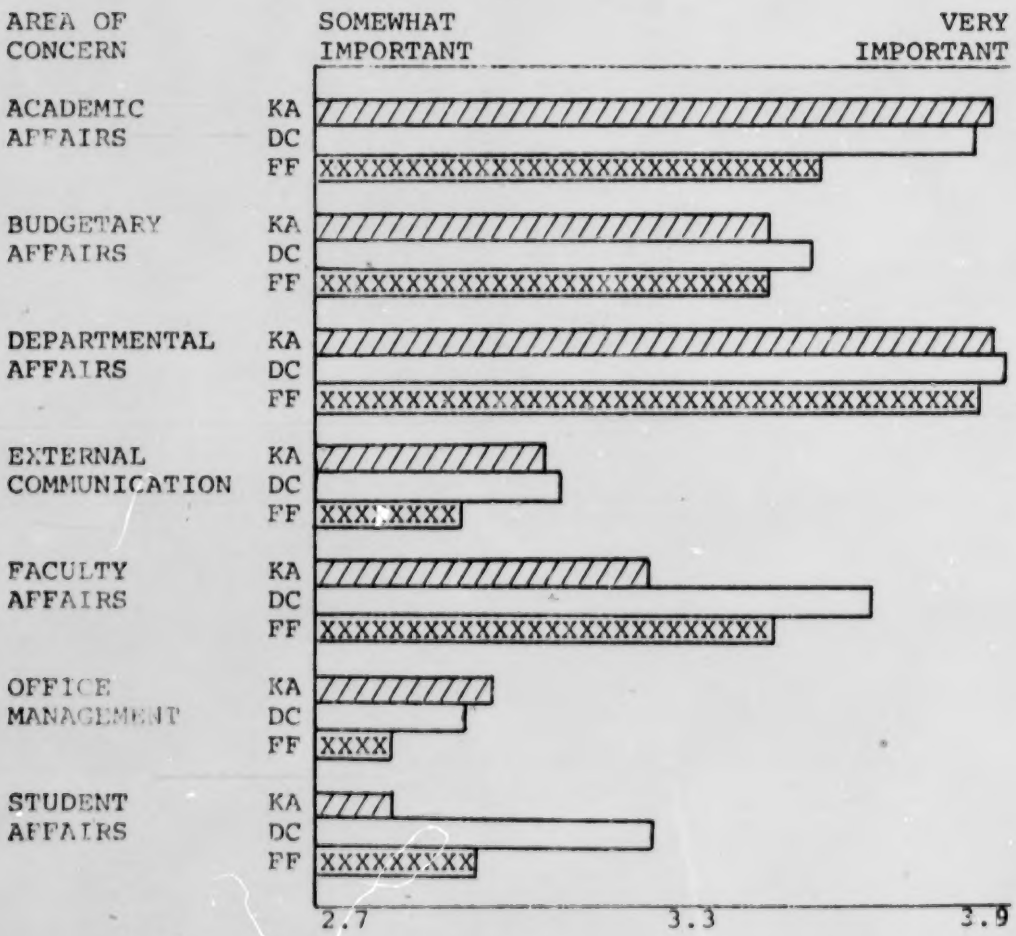
AREA OF CONCERN	GROUP	NI[a]		U		I		VI		MEAN[b]
		N	%	N	%	N	%	N	%	
ACADEMIC AFFAIRS	KA[c]	0	(0)[d]	0	(0)	2	(14)	12	(83)	3.857
	DC	0	(0)	0	(0)	3	(17)	15	(83)	3.833
	FF	2	(4)	1	(2)	17	(32)	32	(62)	3.519
BUDGETARY AFFAIRS	KA	0	(0)	0	(0)	8	(57)	6	(43)	3.429
	DC	0	(0)	0	(0)	8	(44)	10	(56)	3.558
	FF	0	(0)	3	(6)	24	(46)	25	(48)	3.423
DEPARTMENTAL AFFAIRS	KA	0	(0)	0	(0)	2	(14)	12	(86)	3.857
	DC	0	(0)	0	(0)	2	(11)	16	(89)	3.889
	FF	0	(0)	0	(0)	9	(17)	43	(83)	3.827
EXTERNAL COMMUNICATION	KA	0	(0)	3	(21)	8	(57)	3	(21)	3.000
	DC	1	(6)	3	(17)	7	(39)	7	(39)	3.111
	FF	1	(2)	13	(25)	3	(60)	7	(14)	2.846
FACULTY AFFAIRS	KA	0	(0)	1	(7)	9	(64)	4	(29)	3.214
	DC	0	(0)	0	(0)	6	(43)	12	(67)	3.667
	FF	0	(0)	2	(4)	26	(50)	24	(46)	3.423
OFFICE MANAGEMENT	KA	0	(0)	5	(36)	6	(43)	3	(21)	2.857
	DC	1	(6)	1	(6)	14	(76)	2	(10)	2.944
	FF	3	(6)	16	(31)	26	(50)	7	(14)	2.712
STUDENT AFFAIRS	KA	0	(0)	6	(43)	6	(43)	2	(14)	2.714
	DC	0	(0)	1	(6)	11	(61)	6	(33)	3.278
	FF	2	(4)	10	(19)	33	(64)	7	(14)	2.865

a - NI - Not Important, U - Somewhat Unimportant, I - Somewhat Important, and VI - Very Important.
b - The mean is calculated by using not important = 1, somewhat unimportant = 2, somewhat important = 3, and very important = 4.
c - KA - Key Administrators, DC - Present and Past Department Chairmen, and FF - Full Time Faculty.
d - Group percentage is in parenthesis. This total may not be 100 due to round off error.

of academic affairs was rated second most important to departmental affairs by the department chairmen and the faculty and tied for most important with departmental affairs by the key administrators. Figure 8 indicates the importance of academic affairs as rated by the three groups.

FIGURE 8

CHAIRMAN'S ROLE
QUESTIONNAIRE - PART II



Budgetary affairs. The second area considered, budgetary affairs, showed general agreement among the three groups. The department chairmen felt this area more important than either the administrators or the faculty who felt it somewhat less important. Table 19 shows that the difference in means between the department chairmen and the faculty was just less than 0.13. Overall this area did receive a strong response from each group with 100 percent of both the key administrators and department chairmen responding important or very important while 94 percent of the faculty responded in the same manner. Considering the arithmetic means the budgetary affairs area was rated third most important by the key administrators and department chairmen and tied for third with faculty affairs by the faculty's ratings. Figure 8 indicates both the general agreement among the groups and the important rating of the budgetary affairs area.

Departmental affairs. The third area considered, departmental affairs, showed the strongest agreement among the three groups on part II of the questionnaire. The department chairmen felt this area slightly more important than either the administrators or the faculty. Table 19 indicates that the difference in means between the department chairmen and faculty is only slightly more than 0.06. Overall this concern received a 100 percent important/

very important response rate from each of the three groups. Considering the arithmetic means this area was rated most important by each of the three groups although the key administrators rated it equally with academic affairs. The agreement among the groups and importance of departmental affairs is indicated in Figure 8.

External communications. The next area concerned, external communications, showed slight disagreement among the three groups. The department chairmen rated this area more important than the key administrators who rated it more important than the faculty. Table 19 shows the difference in the means between the department chairmen and the faculty to be more than 0.26. This disagreement is not reflected in the percentage of important/very important responses which shows a 79 percent for key administrators, 78 percent for department chairmen, and 73 percent for the faculty. Considering the arithmetic means on the seven areas the key administrators and department chairmen rated it sixth. This ranking and the slight disagreement among the groups is visually displayed in Figure 8.

Faculty affairs. The faculty affairs area showed the second highest disagreement among the groups on part II of the questionnaire. The department chairmen rated this concern somewhat more important than the faculty and the key administrators. The difference in means, as indicated

on Table 19, between the department chairmen and the administrators was slightly more than 0.45. Again this disagreement is not reflected in the percentage of important/very important responses which shows 93 percent of the administrators, 100 percent of the department chairmen and 96 percent of the faculty so responding. Considering the arithmetic means this area was ranked fourth of seven by both the key administrators and department chairmen while the faculty rated it along with budgetary affairs as third. This ranking along with the disagreement among groups is visually displayed in Figure 8.

Office management. The area of office management showed slight disagreement among the groups. Of the three groups the department chairmen rated this area most important while the least important rating was given by the faculty. Table 19 indicates the difference in arithmetic means between the department chairmen and the faculty to be slightly larger than 0.23. This slight disagreement is echoed by the percentage of important/very important responses which shows 64 percent of the key administrators, 89 percent of the department chairmen and 63 percent of the faculty so responding. The arithmetic means indicate that each of the three groups ranked the area of office management least important of the seven areas considered. This low ranking along with the slight

disagreement is evident from the visual display of Figure 8.

Student affairs. The last area of concern in part II of the questionnaire, student affairs, showed the largest disagreement among the three groups. The department chairmen rated this concern much more important than the faculty who rated it more important than the key administrators. The difference in means between the department chairmen and key administrators is indicated on Table 19 as being greater than 0.56. This large disagreement is supported by the percentage of important/very important responses which shows 57 percent for the key administrators, 94 percent for the department chairmen, and 77 percent for the faculty so responding. The rankings from the arithmetic means, however, shows little disagreement among the groups. The key administrators and the department chairmen both ranked student affairs sixth of the seven concerns while the faculty ranked it fifth. This low ranking and large disagreement is displayed on Figure 8.

> Recommendation 9. In setting priorities the department chairman should consider in order of decreasing importance; departmental affairs, academic affairs, budgetary affairs, faculty affairs, external communications, student affairs, and office management.

Chairman's Qualifications

Research Question Two

This area of the findings section is concerned with the second research question:

> Research Question 2. Is there a difference in the criteria for selection of department chairmen as perceived by key administrators, present and past department chairmen, and the faculty?

This question was considered in Part III of the survey questionnaire.

Questionnaire - Part III

The nine questions in Part III of the questionnaire were selected because of their appearance in a memorandum from the administration to the faculty or because they appeared in the literature. The respondents' ratings on these questions as to agreement or disagreement with the criteria advanced were tabulated and are located in Table 20 and Figure 9. The table contains the number and percentage of each group's response to each criterion advanced. In addition an arithmetic mean was calculated for each group on each question by assigning numerical values as indicated on Table 11. Figure 9 visually displays the arithmetic means for the three groups on the nine selection criteria of Part III.

TABLE 20

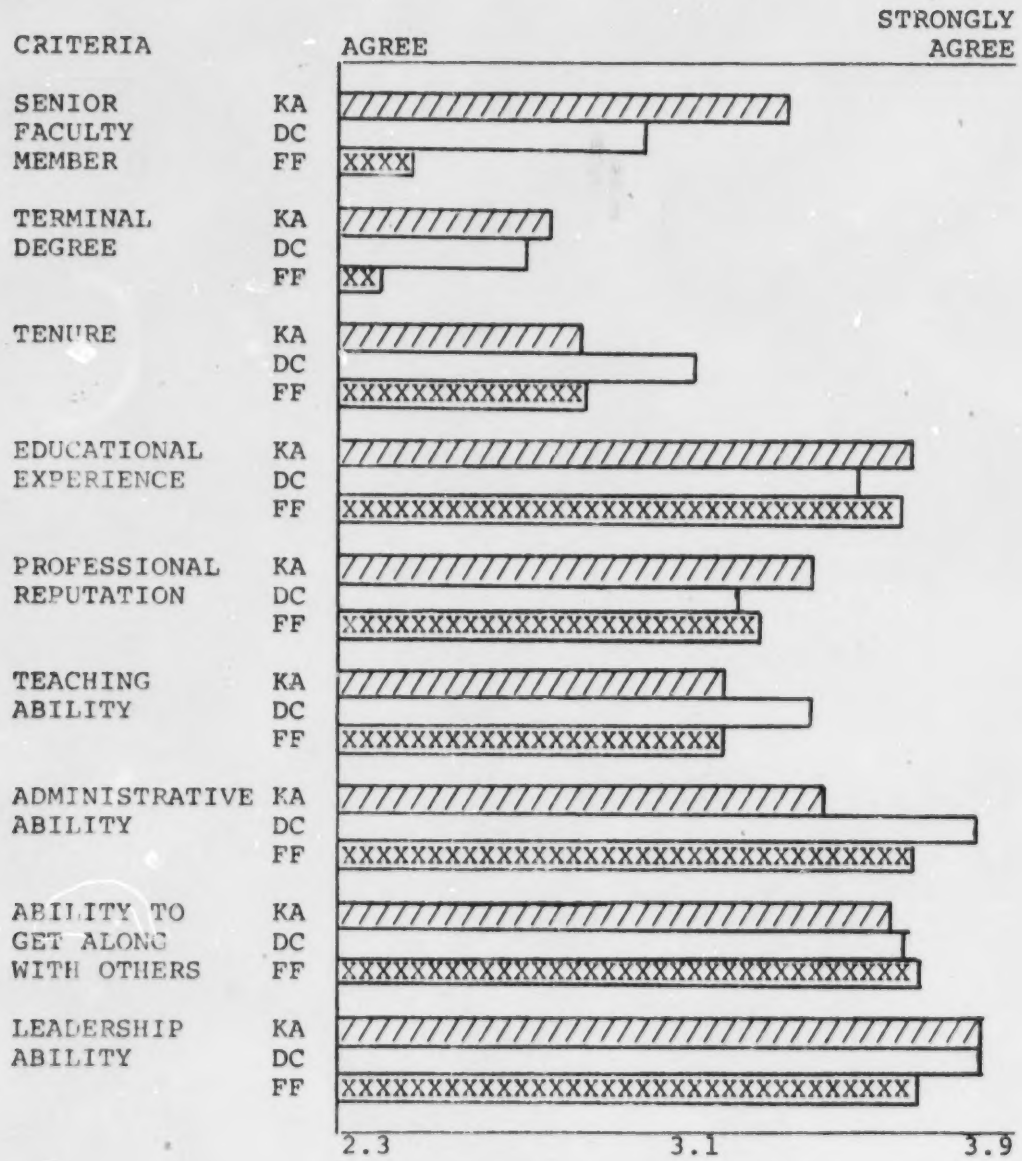
SELECTION CRITERIA FOR
DEPARTMENT CHAIRMEN

CRITERIA	GROUP	SD*		D		A		SA		MEAN*
		N	%	N	%	N	%	N	%	
SENIOR FACULTY MEMBER	KA*	0	(0)*	1	(7)	7	(50)	6	(43)	3.357
	DC	0	(0)	7	(39)	4	(22)	7	(39)	3.000
	FF	7	(14)	22	(42)	14	(27)	9	(17)	2.481
TERMINAL DEGREE	KA	1	(7)	4	(29)	6	(43)	3	(21)	2.785
	DC	2	(11)	7	(39)	3	(17)	6	(33)	2.722
	FF	8	(15)	23	(44)	16	(31)	5	(10)	2.346
TENURE	KA	1	(9)	2	(14)	9	(64)	2	(14)	2.857
	DC	0	(0)	6	(33)	4	(22)	8	(44)	3.111
	FF	3	(6)	15	(29)	21	(40)	13	(25)	2.846
EDUCATIONAL EXPERIENCE	KA	0	(0)	0	(0)	5	(36)	9	(64)	3.623
	DC	1	(6)	0	(0)	6	(33)	11	(61)	3.500
	FF	1	(2)	1	(2)	27	(52)	23	(44)	3.385
PROFESSION REPUTATION	KA	0	(0)	1	(7)	7	(50)	6	(43)	3.357
	DC	1	(6)	3	(17)	5	(28)	9	(50)	3.222
	FF	2	(4)	4	(8)	24	(46)	22	(42)	3.269
TEACHING ABILITY	KA	0	(0)	2	(14)	7	(50)	5	(36)	3.214
	DC	0	(0)	0	(0)	11	(61)	7	(39)	3.389
	FF	0	(0)	9	(17)	23	(44)	20	(38)	3.212
ADMINISTRAT ABILITY	KA	0	(0)	1	(7)	6	(43)	7	(50)	3.429
	DC	0	(0)	0	(0)	4	(22)	14	(78)	3.778
	FF	0	(0)	0	(0)	20	(38)	32	(62)	3.615
ABILITY TO GET ALONG WITH OTHERS	KA	0	(0)	0	(0)	6	(43)	8	(57)	3.571
	DC	0	(0)	1	(6)	5	(28)	12	(67)	3.611
	FF	0	(0)	1	(2)	17	(33)	34	(65)	3.635
LEADERSHIP ABILITY	KA	0	(0)	0	(0)	3	(21)	11	(79)	3.786
	DC	0	(0)	0	(0)	4	(22)	14	(78)	3.778
	FF	1	(2)	0	(0)	16	(31)	35	(67)	3.635

* - See Table 11 for notes.

FIGURE 9

SELECTION CRITERIA FOR
DEPARTMENT CHAIRMEN



Academic rank. The first qualification considered was the academic rank, full or associate professor, of the nominee for the department chairmanship. This criterion showed the largest disagreement among the three groups of any of the questions in part III. The key administrators most strongly agreed followed by the department chairmen and then the faculty who least strongly agreed. Table 20 indicates that the difference between means of the key administrators and the faculty was almost 0.88. This disagreement is reflected by the percentage of agree/strongly agree responses from each group with the key administrators at 93 percent, the department chairmen at 61 percent, and the faculty at 44 percent. The low percentage rating by the department chairmen and the faculty is supported by the fact that both groups rated faculty rank as eighth of nine items in terms of arithmetic means. The key administrators ranked this item fifth along with professional reputation. This low ranking and disagreement are demonstrated visually on Figure 9.

Terminal degree. The need for a candidate for department chairman to have a terminal degree (Ph.D., Ed.D., M.F.A., M.B.A., etc.) in his professional area was next considered. This criterion showed the second largest agreement among the three groups on this section of the questionnaire. The key administrators most strongly agreed

followed closely by the department chairmen and then not so closely by the faculty. Table 20 indicates that the difference between means of the key administrators and the faculty is almost 0.45. The percentage of agree/strongly agree responses was very low on this question as demonstrated by the rating of 64 percent for key administrators, 50 percent for department chairmen, and 40 percent for faculty. In terms of arithmetic means, these low percentage ratings are supported by the fact that each of the three groups rated a terminal degree ninth of the nine criteria presented. The low rankings and large disagreement on this question are visually displayed on Figure 9.

Tenure. The third criterion advanced as a qualification for being department chairman was tenure. This criterion showed moderate disagreement between the department chairmen who more strongly agreed and both the faculty and key administrators who less strongly agreed. Table 20 indicates that the difference between means of the department chairmen and the faculty was more than 0.26. In terms of percentage of agree/strongly agree responses the key administrators were high with 79 percent followed by the department chairmen with 67 percent and the faculty with 65 percent. In terms of the arithmetic means both the department chairmen and the faculty ranked tenure as seventh while the key administrators ranked it eighth.

The low rankings and moderate disagreement are displayed visually on Figure 9.

Educational experience. The experience of a candidate in the education profession was the next criterion considered. This criterion showed moderate disagreement between the key administrators and the faculty with the department chairmen centered between those groups. Table 20 indicates that the difference in means between the key administrators and the faculty was slightly less than 0.24. Although that difference indicates that there is some disagreement among groups the percentage of agree/strongly agree responses indicates the strong agreement of all groups to this criterion. One hundred percent of key administrators, 94 percent of department chairmen, and 96 percent of the faculty responded either agree or strongly agree to the criterion of educational experience. These high percentage rates are supported by the arithmetic means which show the department chairmen and the faculty ranking this area forth and the key administrators ranking it second of the nine criteria. Figure 9 visually supports the above ratings.

Professional reputation. The educational reputation that a candidate has accrued during his professional career was the fifth criterion considered. The three

groups were in general agreement on this criteria with the key administrators most strongly agreeing and the department chairmen least strongly agreeing. The difference in arithmetic means between those two groups was less than 0.14. The percentages of agree/strongly agree responses show a moderate approval of this criterion with key administrators showing a 93 percent, department chairmen a 78 percent, and faculty 88 percent. This moderate approval is substantiated by the arithmetic means which show the key administrators ranking professional reputation along with academic rank, department chairmen ranking it sixth and faculty ranking it fifth of the nine criteria. The general agreement among groups and the moderate ranking are visually displayed in Figure 9.

Administrative ability. The next qualification considered was the administrative ability of the candidate for department chairman. The three groups were in disagreement on this criterion with the department chairmen most strongly agreeing and the faculty least strongly agreeing. The difference in arithmetic means between those two groups was less than 0.35. All three groups strongly approved of this criterion as is demonstrated by the percentage of agree/strongly agree responses which included 93 percent for the key administrators and 100 percent for both the department chairmen and the faculty. This strong

approval is supported by the ranking derived from the arithmetic means which show the key administrators ranking administrative ability fourth, faculty ranking it third, and department chairmen ranking it first along with leadership ability. The moderate disagreement among the three groups is visually displayed in Figure 9 along with the strong ranking of this criterion.

Ability to work with others. The ability of the individual to work with others was the next criterion considered. Of all the items in Part III the three groups showed the strongest agreement on this item with the difference in arithmetic means between the most strongly agreeing group, the faculty, and the least strongly agreeing group, the key administrators, being slightly more than 0.06. All three groups approved strongly of this criterion as is demonstrated by the approve/strongly approve percentages which were 100 percent for key administrators, 94 percent for department chairmen, and 98 percent for faculty. The ranking by arithmetic means indicated that the key administrators and faculty both ranked this item third while the faculty ranked it first along with leadership ability. Figure 9 visually substantiates both the high ranking and the strong agreement.

Leadership ability. The final criterion considered for department chairman was the individual's leadership

ability. The three groups showed general agreement on this item with the difference in means between the strongly agreeing group, the key administrators, and the least strongly agreeing group, the faculty, being slightly more than 0.15. The strength of approval as indicated by the percentage of approve/strongly approve responses was the strongest of any item in Part III with each group responding in that manner 100 percent. The ranking by arithmetic means also indicated that each group either solely rated leadership ability first or rated it first along with some other criterion. The general agreement and strong ranking is visually displayed in Figure 9.

There was only one comment received on this section and that concerned the first three criteria, academic rank, terminal degree, and tenure. One faculty member noted that using those three criteria virtually eliminated all female faculty members from being considered for the chairmanship. The results of the questionnaire indicated that those three criteria received the lowest rankings.

In a study of thirty-three liberal arts colleges, Edward Doyle (1953:25) noted that an estimation of the status of a department chairman may be gained from an examination of the qualities demanded by the administration of a prospective chairman. Doyle interviewed both department chairmen and academic deans asking their bases for

selecting chairmen and reported the following results:

> Clearly, the emphasis is on teaching ability, and proven teaching accomplishments at that, in as much as the major criterion for selection hinges on proven achievement in teaching. Next in importance, according to both deans and chairmen, was administrative ability, more minutely examined according to the items appearing in the checklist. There was no unanimity regarding the requirement of advanced degrees, for only five (15%) of the colleges demanded the degree of Doctor of Philosophy as a requisite for the chairmanship of a department. Lest this figure be misleading, it should be also pointed out that in thirty-one (94%) of these colleges, the departmental chairmen already had attained that degree or were continuing their research to complete the necessary requirements. The colleges seem to be willing to employ as chairman one who has given evidence of both teaching and administrative ability without a Doctor's degree and follow a generous policy of aiding these men to pursue work necessary for obtaining advanced degrees. . . . Consequently, the colleges as a group do not rigidly insist on the requirement of a Ph.D. degree, being content that a promising teacher be admitted with the expectation that he complete advanced studies for the doctorate.

Those items in Part III of the questionnaire which showed strong disagreement among the three groups were academic rank, terminal degree, and administrative ability. Even though there was disagreement among the three groups on those criteria the groups rated them similarly in strength of response. For that reason no recommendations were made concerning the lack of strong agreement among the three groups on these questions.

From the percentage of agree/strongly agree responses made by the three groups recommendations can be made concerning criteria for selecting department chairmen. Those criteria on which the key administrators, department chairmen and faculty all have agree/strongly agree rates of 86 percent or above should be used for selecting department chairmen.

> Recommendation 10. Leadership ability, ability to get along with others, administrative ability and experience in the education profession should be the major criteria to be used in selecting department chairmen.

Other criteria on which the three groups agreed or strongly agreed to at or above the 70 percent rate showed moderate to strong responses with varying strength among the groups. Those criteria might also be considered when selecting a department chairman.

> Recommendation 11. Professional reputation and teaching ability might be considered as minor criteria to be used in selecting department chairmen.

By implication, it is then suggested that academic rank, formal degrees, and tenure not be considered when selecting a department chairman.

Summary

The findings of the survey questionnaire were presented and analyzed in Chapter IV. This included data concerning the survey return rate, sample population, research question one on the role of the department chairman and research question two on the qualifications to be used in selecting a department chairman. Concluding remarks, including recommendations for improvements, and implementation of the results as well as suggestions for further research will be included in the next chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

The role and qualifications for selection of department chairmen at York College of Pennsylvania were investigated using the procedures described in Chapter III. Perceptions of key administrators, present and past department chairmen, and the full-time faculty concerning the role of and qualifications for selection of department chairmen were obtained and analyzed. Data were collected by means of a survey questionnaire and presented and analyzed in Chapter IV.

The method of research utilized in this study was descriptive analysis. The measuring instrument on the role of the department chairmen was developed in order to provide a systematic method of data collection. After collection the data were analyzed to provide answers to two research questions posed as a focus for the study. The major goal of the research was to improve governance of the college through recommendations for improvement in the position of department chairman.

Implications of the Descriptive Data Analysis

Chairman's Role

Each of the role items in Part I of the questionnaire were examined in two ways; for agreement or disagreement among the three responding groups, and for a comparison among the groups of strength of response on each question. Agreement was determined by using the arithmetic means calculated for each group on each question. A difference in means between the group most strongly agreeing and the group least strongly agreeing of less than 0.20 was considered to show general agreement while a difference in means above 0.30 was considered to show general disagreement.

Of the ten items showing the largest disagreement five items showed disagreement between key administrators and faculty and five items showed disagreement between key administrators and department chairmen. On other items the majority of cases showed that disagreement was centered between key administrators and either the department chairmen or the faculty. Presumably

the administration could play a major role in the reduction of role conflict for the department chairmen.

The relative strength of each item was measured by using the percentage of agree and strongly agree responses from each group. Of the thirty role items, sixteen had each of the groups respond agree/strongly agree at or above the eighty-fifth percent rate. These sixteen items were recommended to be the role set for department chairmen at York College of Pennsylvania. It was interesting to note that four of the sixteen items were included in the group showing general disagreement, five were included in the group showing general agreement with seven not included in either of those two groups. This indicated that the strength of agree/strongly agree responses was not related to the amount of disagreement among the groups.

Part II of the questionnaire was used to see how each of the groups would perceive the importance of the seven areas in Part I. The amount of agreement or disagreement among groups was comparable to Part I, that disagreement, however, was centered among different groups. Of the seven items, four showed disagreement between the department chairmen and the faculty, two showed disagreement between the department chairmen and the key administrators, while only one showed disagreement between the key administrators and the faculty. Presumably the depart-

ment chairmen could play a major role in reducing conflict in the setting of priorities as indicated in Part II of the questionnaire.

Chairman's Qualifications

Each of the criteria for selecting a department chairman listed in Part III of the questionnaire was examined in two ways by looking for agreement or disagreement among the three responding groups and by calculating the percentage of agree/strongly agree responses to serve as a comparison of the strength of response. Agreement was determined by using the arithmetic mean calculated for each group on each criterion.

For the nine criteria listed, five showed disagreement between key administrators and faculty, two between department chairmen and faculty, and two between key administrators and department chairmen. Responses suggested the administration and the faculty will be the key groups in resolving the conflict concerning selection criteria for department chairmen.

The relative strength of each criterion, as measured by the percentage of agree/strongly agree responses from each group, indicated that each of the three groups responded at or above the eighty-fifth percent rate to educational experience, teaching ability, administrative ability, ability to get along with others, and leadership

ability. Two of these five criteria showed general agreement among the groups, one showed general disagreement and two were in neither group indicating that the strength of agree/strongly agree responses was unrelated to the amount of disagreement among groups.

Recommendations for the Improvement of Practice

Chairman's Role

William Koehnline and Clyde Blocker (1970:9) describe the department chairmen as ". . . something of an assistant dean of instruction, an assistant dean of students and an assistant dean of administration." One purpose of this research was to determine which of those roles if any the department chairman was expected to perform, and if each of the governance factions at the college were in agreement on their expectations. A lack of agreement on expectation between groups would cause role problems for the department chairmen and performance problems for the institution. The following recommendations were made in order to reduce the conflicts in the definition of the role of the department chairmen.

1. Guidelines should be developed to clarify the department chairmen's role regarding budget preparation and budget administration.

2. All decisions should be made at the appropriate levels, involving those most qualified to make the decisions.

3. The Academic Council should consider whether submission of grant proposals is part of the department chairman's role.

4. Department chairmen should be given the responsibility to recruit, with the aid of their departmental faculty, individuals for professional positions in the department.

5. Individual faculty members within a department should have the responsibility for maintenance of the equipment which they use.

6. Those role descriptions on Table 18 on which the key administrators, department chairmen, and faculty all have agree/strongly agree rates of 85 percent and above should be adopted as the department chairman's role set at York College of Pennsylvania.

7. Those role descriptions on Table 18, not considered in recommendation 6, on which the key administrators, department chairmen and faculty all have agree/strongly agree rates of 70 percent and above should be considered by the Academic Council for addition to the department chairman's role set at York College of Pennsylvania.

8. Those role descriptors on Table 18 not considered in recommendations six and seven should not be included in the department chairman's role set at York College of Pennsylvania.

9. In setting priorities the department chairman should consider in order of decreasing importance; departmental affairs, academic affairs, budgetary affairs, faculty affairs, external communications, student affairs, and office management.

Chairman's Qualifications

In considering the criteria to be used in selecting a department chairman several assumptions were made. The recommendation for department chairman coming from the department to the dean of academic affairs must be of paramount consideration. Concurrently, there must be opportunity for the dean to appoint a department chairman with whom he can develop a sound working relationship. In all dealings good communications are essential for an atmosphere of mutual trust and honesty to prevail.

For his book on the department chairman, James Brann (1972) asked several academic deans what qualities they look for in selecting department chairmen. One liberal arts dean thought for a moment and replied, "Energy." With that in mind the following recommendations concerning qualifications for selecting department chairmen were made.

10. Leadership ability, ability to get along with others, administrative ability, and experience in the education profession should be the major criteria to be used in selecting department chairmen.

11. Professional reputation and teaching ability might be considered as minor criteria to be used in selecting department chairmen.

Strategies for Implementing Recommendations

One of the difficulties in the studies of role conflict is brought out by J. Victor Baldridge (1971) who asserts that several levels of conflict occur simultaneously in the academic setting. Not only are department chairmen caught between the conflicting expectations of the academic dean and professors in his department but the dean is similarly caught between the expectations of the departments and the central administration. Even individual professors struggle between the expectations of students, on one hand, and the college or their profession on the other.

In addition to being placed in the middle in role conflict positions, academicians also have perception problems as pointed out by Archie Carroll (1974:53)

> One of the major difficulties in academic organizations is that role definitions and perceptions vary considerably from one person to the next. For example, the faculty member may not consider himself a subordinate of administration, and any attempt to imply or suggest a role of super ordination for the departmental chairman or some higher administrator and a role of subordination for the faculty member may likely lead to a conflicting situation. The complexities of the educational institution, then become apparent.

In order to facilitate the recommendations made from this research involvement of many individuals at all levels of the college governance structure becomes necessary. Those individuals who help define the role of the department chairman must be included in discussions of changes if changes are to be accepted. To this end key administrators, department chairmen, and faculty, should receive a copy of either this report or a summary of the findings.

Initially, the dean of academic affairs will receive a copy of the report for discussion at the academic council which consists of the dean and all department chairmen. After discussion at academic council the department chairmen can discuss the findings with their departmental faculty before returning to the academic council with suggestions for improvements. The full body of the academic senate might be included. Other administrators who should be involved are the dean of students, the president, and their administrative assistants.

Recommendations for Future Studies

On the basis of the findings and the literature search of this study, the following recommendations for future studies are made.

1. Determine if the department chairman has authority commensurate with his responsibilities as determined by College policies and procedures.

2. Determine if a training program for department chairmen would be feasible. The program might include training sessions and workshops for incoming and recent chairmen; provisions for an Academic Department Chairman's Handbook; and an overlap in-service for outgoing and incoming chairmen.

3. Study the need for office space, secretarial assistance, and other clerical assistance for department chairmen.

4. Determine the hours per week a department chairman spends doing administrative work to see if additional classroom release time is needed.

5. Review the salary stipends for department chairmen to determine if improvement is necessary. This should include a review of both summer and regular academic year stipends.

6. Determine the turnover for department chairmen considering reasons for resignation as well as retention.

7. Determine the strengths and weaknesses that may exist over a period of years in departments under the rotating type of chairmanship.

Concluding Remarks

Throughout the research for this study the importance of the academic department and its leader the department chairman has continually reappeared. Herbert Waltzer (1975:4-5) who studied the departmental system at Miami University, Florida points to this significance when he wrote:

> The academic department is the setting for the primary business of the university. The department is not-as chairmen and their colleagues often feel it is viewed-the bottom administrative rung in the downward delegation of managerial, clerical, and other tasks and responsibilities. If academic and service administrators see and deal with departments and chairmen so, then there indeed lies the central problem.
>
> The academic department is the heart of the academic enterprise; the place where most teaching, service, and research activities go on, where faculty members pursue professional and disciplinary interests while at the same time serving the University, and where students pursue their education. It is at the department level that most of the direct and personal interaction occurs between the University and its faculty members and students. The University's success depends on the success of its academic departments, and the success of the departments depends on their respective capacities to define and achieve productive educational goals, maintain quality staff, establish effective academic programs and internal decision-making procedures,

and cope with the constraints and seize the opportunities found in their environments.

Therefore, the chairmanship is a key position, and chairmen are crucial to the educational success of the University. Chairmen are the single most important link between the University administration and the faculty members, academic programs, and students. As such, the job, at Miami and elsewhere, is ill-defined, big, complex, and often tension-filled.

Those who interact with chairmen must not see the job only within the narrow dimensions of their own relationship to chairmen. University administrators must not view the job as it was in the "old days" of a small, informally structured University while piling more tasks and responsibilities on the chairmen. Faculty members must not view chairmen as "academics gone wrong," who, to reverse a cliche', "do because they can't teach." And, finally, chairmen cannot live and work like suffering servants. Their effectiveness and the effectiveness of their departments and the University will not be served thereby. The job of chairmen must be defined, structured, and understood in such a way that it attracts highly qualified persons who can function successfully and find professional and personal satisfaction in the job.

APPENDIX B

SURVEY QUESTIONNAIRE

THE ROLE OF THE DEPARTMENT CHAIRMAN

THE ROLE OF THE DEPARTMENT CHAIRMAN

PART I. The following section of the survey contains seven subsections listing activities performed by department chairmen. Indicate whether you strongly disagree, disagree, agree, or strongly agree with these activities as you perceive the current role of the department chairman. Please record your perception by circling one response in the space to the right of each item. The responses are:

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

The department chairman should:

	Circle your response				1 2 3
A. ACADEMIC AFFAIRS					
1. Provide leadership in curricular affairs.	SD	D	A	SA	4
2. Enforce high academic standards.	SD	D	A	SA	5
3. Prepare departmental course schedules.	SD	D	A	SA	6
B. BUDGETARY AFFAIRS					
4. Prepare the annual department budget.	SD	D	A	SA	7
5. Administer the department budget.	SD	D	A	SA	8
C. DEPARTMENTAL AFFAIRS					
6. Involve faculty in decision making.	SD	D	A	SA	9
7. Develop long-range departmental plans.	SD	D	A	SA	10
8. Establish departmental policy.	SD	D	A	SA	11
9. Maintain communications between the department and the administration.	SD	D	A	SA	12
D. EXTERNAL COMMUNICATIONS					
10. Submit grant proposals.	SD	D	A	SA	13
11. Articulate programs to local high schools and the community.	SD	D	A	SA	14
12. Represent the department to external agencies (community, professional, governmental, etc.).	SD	D	A	SA	15

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

The department chairman should:

		Circle your response				
E.	FACULTY AFFAIRS					
13.	Plan for future faculty needs.	SD	D	A	SA	16
14.	Recruit new faculty.	SD	D	A	SA	17
15.	Encourage faculty research.	SD	D	A	SA	18
16.	Encourage teaching excellence.	SD	D	A	SA	19
17.	Evaluate faculty annually.	SD	D	A	SA	20
18.	Recommend faculty for salary increases.	SD	D	A	SA	21
19.	Recommend faculty for tenure.	SD	D	A	SA	22
20.	Recommend faculty for promotion.	SD	D	A	SA	23
F.	OFFICE MANAGEMENT					
21.	Hire, supervise, and evaluate clerical/technical staff.	SD	D	A	SA	24
22.	Maintain departmental files.	SD	D	A	SA	25
23.	Maintain departmental equipment.	SD	D	A	SA	26
24.	Make catalog revisions.	SD	D	A	SA	27
25.	Review statistical data to evaluate departmental effectiveness (cost per student, cost-income ratio, etc.).	SD	D	A	SA	28
G.	STUDENT AFFAIRS					
26.	Provide student advising.	SD	D	A	SA	29
27.	Assist in placing graduating seniors.	SD	D	A	SA	30
28.	Certify students for graduation.	SD	D	A	SA	31
29.	Award departmental honors.	SD	D	A	SA	32
30.	Respond to student grievances and complaints.	SD	D	A	SA	33

PART II. The seven subsections of Part I are listed below. Indicate whether you feel the listed category is not important, somewhat unimportant, somewhat important, or very important as you perceive the current role of the department chairman. Record your perception by circling one response in the space to the right of each item. The responses are:

NI - Not Important
U - Somewhat Unimportant
I - Somewhat Important
VI - Very Important

		Circle your response				
A.	ACADEMIC AFFAIRS	NI	U	I	VI	34
B.	BUDGETARY AFFAIRS	NI	U	I	VI	35
C.	DEPARTMENTAL AFFAIRS	NI	U	I	VI	36
D.	EXTERNAL COMMUNICATIONS	NI	U	I	VI	37
E.	FACULTY AFFAIRS	NI	U	I	VI	38
F.	OFFICE MANAGEMENT	NI	U	I	VI	39
G.	STUDENT AFFAIRS	NI	U	I	VI	40

PART III. The following is a list of qualifications which might be considered when nominating or appointing a department chairman. List how strongly you agree or disagree with each. The responses are:

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

		Circle your response				
1.	Senior faculty member (full or associate professor).	SD	D	A	SA	41
2.	Terminal degree.	SD	D	A	SA	42
3.	Tenure	SD	D	A	SA	43
4.	Experience in the education profession.	SD	D	A	SA	44
5.	Professional reputation.	SD	D	A	SA	45
6.	Teaching ability.	SD	D	A	SA	46
7.	Administrative ability.	SD	D	A	SA	47
8.	Ability to get along with others.	SD	D	A	SA	48
9.	Leadership ability.	SD	D	A	SA	49

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APPENDIX A

SURVEY COVER LETTER

YORK COLLEGE OF PENNSYLVANIA

Country Club Road, York, Pennsylvania 17405 Telephone (717) 846-7788

September 11, 1978

Dear Colleaque:

I am conducting a study of the department chairmanship at York College. The focus of the study is concerned with determining the campus perceptions of the chairman's position as well as the characteristics desired of the individual holding that position. Part of the motivation for this study is contained in the most recent College self-evaluation and the subsequent report from the accreditation team, which both mention the need for a study of the position of department chairman.

In an effort to give this position the attention it deserves and to allow you to have an impact on the analysis of the role of the department chairman, I am enclosing a brief questionnaire for your attention. Although the questionnaire contains an identification code and personal data which prevent it from being anonymous, it will be treated in strict confidence and no individual responses will be reported.

I think you will find the questionnaire interesting and if after completing it you have comments or suggestions, they will be most welcome. Your perceptions are important in obtaining the necessary information to be used in improving departmental functionning.

If you can, please take the necessary ten minutes to complete this questionnaire now or later today. The questionnaire should then be returned to me through campus mail.

Your contribution to the success of this study will be greatly appreciated. Thank you.

Sincerely,

Jim

Jim Troutman

PART IV. PERSONAL DATA. Please make a mark in the appropriate box.

1. Classification - List only the first category which applies to you.

50 [1] Administrator.
[2] Department Chairman.
[3] Previous Department Chairman at York College.
[4] Faculty.

2. What department are you a member of?

51 [1] Behavioral Science
[2] Biological Science
[3] Business Administration
[4] Education
[5] English & Speech
[6] History & International Study
[7] Humanities & Fine Arts
[8] Nursing
[9] Physical Science
[0] Other

3. How many years have you been in education? Include the current year.

52 [1] 1-4 years
[2] 5-8 years
[3] 9-12 years
[4] 13-16 years
[5] 17-20 years
[6] over 20 years

4. How many years have you been at York College? Include current year.

53 [1] 1-4 years
[2] 5-8 years
[3] 9-12 years
[4] 13-16 years
[5] 17-20 years
[6] over 20 years

5. What is the highest degree you hold?

54 [1] Doctorial
[2] Masters plus thirty credits
[3] Masters
[4] Less than masters

6. What is your age to your nearest birthday?

55 [1] less than 24
[2] 25-34
[3] 35-44
[4] 45-54
[5] 55-64
[6] 65 and over

7. Your sex?

56 [1] Male
[2] Female

8. Do you have tenure?

57 [1] Yes
[2] No

9. What is your academic rank?

58 [1] Professor
[2] Associate Professor
[3] Assistant Professor
[4] Instructor
[5] Other

ALTERNATE FORTH PAGE

FOR ADMINISTRATORS

PART IV. PERSONAL DATA. Please make a mark in the appropriate box.

1. Clasification - List only the first category which applies to you.

50 [1] Administrator
[2] Department Chairman
[3] Previous department chairman at York College
[4] Faculty

2. What department are you a member of?

51 [1] Academic Affairs [3] President's Office
[2] Business Office [4] Student Affairs
[5] Other

3. How many years have you been in education? Include the current year.

52 [1] 1-4 years [4] 13-16 years
[2] 5-8 years [5] 17-20 years
[3] 9-12 years [6] over 20 years

4. How many years have you been at York College? Include the current year.

53 [1] 1-4 years [4] 13-16 years
[2] 5-8 years [5] 17-20 years
[3] 9-12 years [6] over 20 years

5. Highest degree held?

54 [1] Doctorial
[2] Masters plus thirty credits
[3] Masters
[4] Less than masters

6. What is your age to your nearest birthday?

55 [1] less than 24 [4] 45-54
[2] 25-34 [5] 55-64
[3] 35-44 [6] 65 and over

7. What is your sex?

56 [1] Male [2] Female

APPENDIX C

SURVEY FOLLOW-UP LETTER

YORK COLLEGE OF PENNSYLVANIA

Country Club Road, York, Pennsylvania 17405 **Telephone (717) 846-7788**

September 25, 1978

Dear Colleague:

About two weeks ago you received a questionnaire from me concerning the department chairmanship at York College. Perhaps you meant to respond but have not gotten around to it yet. I am sending you a second copy of the questionnaire in case you misplaced the first one.

Completing the questionnaire should only take ten minutes of your time. In view of the need for research in this area and the importance of your position at York College, I hope you will take a few minutes to respond. Your response is important if the results are to be representative of all factions of governance at the College.

I want to assure you that even though the questionnaire contains an identification code and personal data which prevents it from being anonymous, it will be treated in strict confidence and no individual responses will be reported.

If you can, please take a few minutes to complete the questionnaire now or sometime today. The questionnaire should then be returned to me through campus mail.

Your contribution to the success of this study will be greatly appreciated.

Sincerely,

Jim

Jim Troutman

JT/dl

VITA

James G. Troutman was born July 28, 1945 in Harrisburg, Pennsylvania. He was reared at Millersburg, Pennsylvania and graduate from high school there in 1963. He received a Bachelor of Science degree in secondary education from The Pennsylvania State University in 1967 and a Masters of Art degree in mathematics from Ball State University in 1968.

Mr. Troutman was a graduate teaching assistant in the mathematics department of Ball State University from 1967 to 1968. He served in the United States Air Force as a geodetic officer in both the United States of America and The Republic of Vietnam from 1968 to 1970. He has been an instructor and assistant professor of mathematics at York College of Pennsylvania since 1970. He currently holds the chairmanship of the Physical Science Department at York College of Pennsylvania.

Manuscript typed by Mrs. Dottie Landis

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by James G. Troutman. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

1/7/79
(date)

Eugene Dubois
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

1/10/79
(date)

Kenneth Miller
Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

2/6/79
(date)

Ross Moreton
Central Staff Committee Member